

Watnall Preschool

Victoria Institute, Main Road, Watnall, Notts, NG16 1HS



Inspection date 15 March 2016
Previous inspection date 8 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of the teaching is variable. Systems used by staff to assess children's learning are inconsistently used. This results in not all children being accurately assessed, and gaps in some children's learning not being identified in a timely manner.
- Staff do not always provide activities which take into account children's individual needs. Consequently, some children do not develop skills in their key areas of development.
- Staff do not provide enough support to help parents continue their children's learning and development at home. In addition, they do not always liaise with parents in order to share information about children's personal and self-help skills, such as toilet training.
- The monitoring of the assessment of children's learning is not managed thoroughly. Therefore, identified weaknesses are not swiftly addressed or acted upon, resulting in inconsistencies in teaching and learning.

It has the following strengths

- Staff help children to develop independence from a young age. For example, children confidently serve their own snacks and pour their own drinks.
- Staff provide appropriate praise and encouragement so children feel good about themselves. Children explore their environment freely and demonstrate good levels of confidence.
- Partnerships with other professionals are well established. As a result, disabled children and those with special educational needs are well supported.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure staff accurately assess all children's development to enable them to more clearly identify children who are not making expected levels of progress so that early interventions can be secured 	31/03/2016
<ul style="list-style-type: none"> ■ provide activities which are matched to children's individual needs, ensuring they always make consistently good progress in all areas of learning. 	31/03/2016

To further improve the quality of the early years provision the provider should:

- devise more specific ways to work in partnership with parents to share ongoing information about children's care and development, in order to further complement and support their personal and individual learning needs
- ensure that arrangements to monitor the provision for children's learning and development are effective in identifying and addressing any weaknesses in assessment and teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Tina Garner

Inspection findings

Effectiveness of the leadership and management requires improvement

The staff team is well established and overall experienced. There is an appropriate programme for professional development to support staff in their role. For instance, two staff have recently completed a childcare qualification meaning all staff are now qualified to level 3. The arrangements for safeguarding are effective. Staff are able to identify the possible signs of abuse or neglect and understand the correct reporting procedures. The manager uses ongoing self-evaluation to review the setting. This helps her to identify some areas for improvement and set targets for development. Steps are taken to monitor the educational programmes through regular planning meetings and annual appraisals. However, this process is not effective in swiftly identifying and addressing the inconsistencies in assessment and teaching. Consequently, children are not making the best progress they could.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff do not consistently assess children's progress or sufficiently identify children's next steps in learning. This means that staff do not always have accurate information to inform their planning for children's unique learning needs. Consequently, planned activities do not always offer children necessary challenge. Staff help children to learn some basic skills. They encourage them to recall and talk about past events. Children enjoy listening to stories. Staff engage older children and develop their language skills when asking them to predict what will happen next in the story. Staff sit alongside children as they play and stimulate their learning. This helps to sustain children's interest as they begin to develop their own ideas.

Personal development, behaviour and welfare require improvement

Fostering the children's personal, social and emotional development and well-being is given good priority. Staff are caring, warm and attentive to the care needs of children. Children play cooperatively and behave well. They learn to share, take turns and develop friendships through play. Staff encourage children to be respectful of others and recognise their own unique qualities. This prepares them emotionally for the next stage in their learning. Children are familiar with the daily routines and help to tidy away the toys and equipment. Staff promote children's good health. Children are offered healthy snacks and daily access to the outdoor play area. Outside, children are able to develop their physical skills as they enjoy balancing, painting and riding on wheeled toys. Children mainly learn good hygiene practices through daily routines. However, staff do not liaise enough with parents to effectively support children's health and self-care skills.

Outcomes for children require improvement

Children generally make steady progress in their learning and development. However, weaknesses in the staff's understanding and use of planning, observation and assessment systems mean children are not supported to make the best possible progress. Children learn the basic skills they need to prepare them for the next stage in their education. Children are confident to share their thoughts, practise their early writing skills and enjoy reading books.

Setting details

Unique reference number	253148
Local authority	Nottinghamshire
Inspection number	866699
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	34
Name of provider	Watnall Pre-School Playgroup Committee
Date of previous inspection	8 June 2011
Telephone number	0115 9458 574

Watnall Preschool opened in 1978. The pre-school is open each week day during school term times. Sessions are from 9am to 3pm on Monday, Tuesday and Thursday and 9am until 12 noon on Wednesday and Friday. The pre-school employs six members of childcare staff who all hold early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children. It supports disabled children and those who have special educational needs.

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