

Pastures Green Preschool

130 Haven Lane, OLDHAM, OL4 2QQ



Inspection date

Previous inspection date

10 March 2016

25 April 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff do not have robust knowledge of the authorities to contact should they have concerns about children's safety or welfare. In addition, staff do not always follow safeguarding procedures in ensuring personal mobile phones are stored safely. Consequently, safeguarding practice is not effective and children are at risk.
- The consistent identification of children's next steps in learning and effective assessment of children's progress are not accurate enough. Therefore, planned activities do not always promote children's learning effectively.
- Information gained from parents on entry is mainly based on care needs and does not consistently gather detailed information about children's starting points, in order to better inform assessment.
- Routines do not always allow children to develop their independence and become successful learners.

It has the following strengths

- Children enjoy menus which offer a range of healthy options and cater for individual dietary requirements.

What the setting needs to do to improve further

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

	Due Date
■ ensure that knowledge is developed to understand and implement the safeguarding policy and the procedures that need to be followed to safeguard children from abuse and neglect	31/03/2016
■ improve staff knowledge of how to observe and assess children's progress in order to better understand children's individual levels of achievement and identify their interests and learning styles; use this information to accurately plan for the next steps in their learning and development so children make consistently good progress.	30/04/2016

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

- develop ways to consistently gain information from parents on entry, about children's individual developmental stage, to help establish an accurate assessment of children's initial starting points
- review routines to support children in becoming more independent.

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 provider.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the self-evaluation, action plans for future improvement, training records 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

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. Staff have an inadequate knowledge of safeguarding procedures. They are unaware of the appropriate authorities to contact should they be concerned about a child's well-being. In addition, management does not always ensure that staff's personal mobile phones are securely stored, in line with the safeguarding policy and procedures. Staff attend regular training opportunities but knowledge is not consistently used to improve outcomes for children. The management team has recently started observing staff as they work, to identify ways in which the quality of teaching can be raised further and to drive improvement. However, this has not yet had a positive impact on staff practice. Staff are working closely with local authority advisers to undertake audits and complete action plans as part of their evaluative practice of the pre-school. A computerised software program has recently been implemented to support the manager to assess the needs of individuals and groups of children. Partnerships with other professionals are in place.

Quality of teaching, learning and assessment is inadequate

Staff have a limited understanding of the learning and development requirements of the Early Years Foundation Stage. Staff undertake some observations of children as they play. However, information gained is not always robust enough to help staff build on children's progress and support their next steps in learning. Planned activities do not always meet the needs of children and assessment procedures are weak. As a result, any gaps in learning or areas where children may need extra support are not always known. Planned activities do not always engage children in learning or provide sufficient challenge. Partnerships with parents are in place and home learning is promoted. However, staff do not consistently use parents' knowledge to help them establish children's starting points on entry.

Personal development, behaviour and welfare are inadequate

Children's welfare is not sufficiently promoted because safeguarding procedures are not always effectively implemented. Interactions between staff and children are generally positive. Staff have developed a friendly environment where children are warmly welcomed. For example, all children sit down each morning with staff as they eat breakfast together. Staff promote positive behaviour through providing consistent praise for children. Children have the opportunity to learn about the local community. Their physical well-being is promoted through daily outdoor play. However, staff do not always promote children's independence. Partnerships are in place with local schools and written information about children's needs is shared with teachers. This helps children as they make the move to school.

Outcomes for children are inadequate

Generally, children are progressing within the range of development that is typical for their age. However, the achievements of children are not accurately assessed and they are not well prepared for their next stage of learning. Children's concentration and motivation are not always sufficiently promoted to engage their interest in learning.

Setting details

Unique reference number	EY454627
Local authority	Oldham
Inspection number	1028244
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	24
Number of children on roll	18
Name of provider	Suzannah Marie Walsh
Date of previous inspection	25 April 2013
Telephone number	07718172345

Pastures Green Preschool was registered in 2012. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, three hold level 3, and two hold level 2. The pre-school opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The pre-school provides funded early education for three- and four-year-old children.

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