

# Belton Pre-School

Old School House, 21 Church Street, Belton in Rutland, Oakham, Rutland, LE15 9JU



## Inspection date

12 January 2016

Previous inspection date

17 May 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to notify Ofsted of changes to the committee members. This means that Ofsted has not been able to complete all of the necessary checks to ensure these individuals are suitable for their role.
- Staff do not gain sufficient specific information from parents about their children's developmental starting points from the outset of the placement. Children do not always achieve the best possible outcomes in their learning that prepare them well for school.
- The manager has not yet developed the partnership working with other providers that children attend.
- The manager has not used sharply focused observations and evaluations of staff's practice to ensure the quality of teaching is consistently good. Professional development opportunities are not used well enough to improve staff practice.
- Self-evaluation is not rigorous enough to ensure that weaknesses in leadership and management are identified and addressed.

### It has the following strengths

- Clear risk assessments, policies and procedures are in place. These are reviewed, and are understood and implemented by all staff.
- Staff are sensitive and kind to the children. They take the time to settle children into the pre-school and make sure children's care needs are met.

## 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 Ofsted is provided with the necessary information to enable them to carry out suitability checks for all members of the committee	28/01/2016
■ ensure that supervision arrangements are effective in identifying specific training needs for staff's professional development in order to raise the quality of teaching across the pre-school	12/04/2016
■ develop systems to gather information from parents when children first start to support more precise planning for their individual needs	12/04/2016
■ develop effective partnerships with other providers that children attend to ensure children are offered continuity in their care and learning.	12/04/2016

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

- develop a thorough self-evaluation system to identify and prioritise weaknesses and set clear action plans to overcome weaknesses that have been highlighted.

### Inspection activities

- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities indoors 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 committee members and staff working in the pre-school.

### Inspector

Lorna Blackie

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider has failed to ensure that they meet all of their legal roles and responsibilities. None of the members of the management committee have completed the necessary checks in order for that Ofsted to establish their suitability. The management team do not have a clear understanding of the statutory requirements. Staff are knowledgeable about the signs and symptoms of abuse and know what action to take if they have a concern about a child in their care. All staff hold relevant childcare qualifications and attend mandatory training. However, professional development opportunities for staff are not yet ambitious enough to raise the standard of teaching even further and promote outcomes for children at the highest level. The management team, staff and parents are all included in the evaluation processes of the pre-school. However, self-evaluation has not identified the weaknesses in meeting the legal requirements.

### Quality of teaching, learning and assessment requires improvement

Staff observe children as they play and have a general overview of their development. However, staff tend to establish children's starting points based on their age and not on robust assessment of what they know and can do on entry. This leads to some inaccuracy in initial planning. The manager monitors children's progress from the start and looks to narrow gaps in children's learning. However, parents do not yet have the opportunity to contribute more detailed information about their child's starting points and staff are not able to accurately assess children's progress. The management has not yet developed effective links with other providers that some children attend in order to develop a consistent and complementary approach to children's learning. Staff support children's communication and language skills; for example, they talk to children as they play and encourage conversations. Children enjoy their time in the pre-school and access a range of resources, both inside and outside, covering all areas of learning.

### Personal development, behaviour and welfare are inadequate

The welfare of the children is compromised due to the weakness in leadership and management. Parents are not assured of the suitability of the people who are collectively responsible for the operation of the pre-school and their children's welfare. The key-person system is effective. Staff find out about children's care needs and ensure these are well managed. The children settle quickly into the pre-school and their emotional well-being is supported. Some children's behaviour can be challenging at times. Staff sensitively explain the rules and boundaries of the pre-school and children are always reminded about what is expected of them. Staff teach children to be kind to others and to have good manners. Children benefit from outside play daily. Hygiene routines are effectively implemented. Children develop independence when completing self-care tasks.

### Outcomes for children require improvement

Children develop some of the key skills needed for the next stage in their learning, including school. However, inconsistency in the assessment of children does not fully support their learning, development and overall progress.

## Setting details

<b>Unique reference number</b>	254360
<b>Local authority</b>	Rutland
<b>Inspection number</b>	854857
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Belton In Rutland Pre-School Playgroup Committee
<b>Date of previous inspection</b>	17 May 2011
<b>Telephone number</b>	01572 718744

Belton Pre-School was registered in 1971. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm, Monday to Thursday and 9am until 12 noon on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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