

The Village Pre-school

Village Hall, Pinfold Lane, Cheslyn Hay, Walsall, West Midlands, WS6 7HP



Inspection date	15 January 2016
Previous inspection date	15 October 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

- Leaders do not have a secure understanding of child protection procedures. For example, they are unclear about what procedures to follow concerning an allegation. The safeguarding policy does not include the correct procedure to follow in the event of an allegation being made against a member of staff. Children are not adequately safeguarded.
- Partnerships with parents are not effective. Parents are not sufficiently encouraged to be involved in their child's learning and development.
- The quality of teaching is not good enough. Some aspects of the education programme are weak and children are not sufficiently engaged or challenged. Staff do not always consider the age and developmental stage of children to fully promote their physical skills.
- Assessment arrangements are not effective. Staff fail to match children's developmental needs and interests to the activities they plan. These weaknesses hinder children's progress.
- Self-evaluation is weak. Leaders do not monitor the quality of teaching and learning well enough or accurately identify key areas to improve.

It has the following strengths

- Children form close bonds with staff and are happy and settled at the pre-school. Staff encourage children to share, take turns and follow simple rules. As a result, children behave well.

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 the leaders and all staff have appropriate knowledge and understanding about safeguarding issues, with particular regard to what to do in the event of an allegation against a member of staff 	18/01/2016
<ul style="list-style-type: none"> ■ ensure the safeguarding policy and procedures are in line with the guidance from the relevant Local Safeguarding Children Board (LSCB), including an explanation of the action to be taken in the event of an allegation being made against a member of staff 	18/01/2016
<ul style="list-style-type: none"> ■ use observations and ongoing assessments effectively and accurately to identify children's levels of achievement and provide learning experiences which are based on each child's next stage of development 	26/02/2016
<ul style="list-style-type: none"> ■ ensure that the quality of teaching improves so that staff identify and close any gaps in children's learning and help children to make consistently good progress 	26/02/2016
<ul style="list-style-type: none"> ■ improve the two-way flow of information with parents to ensure that their children benefit from a shared approach and continuity in their care, learning and development 	26/02/2016
<ul style="list-style-type: none"> ■ promote children's physical development effectively. 	26/02/2016

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

- ensure that the needs of younger or less confident children are consistently met during adult-led activities
- make sure systems used for self-evaluation are robust and clearly identify and address key weaknesses in practice and prioritise targets for improvement and improve outcomes for children.

Inspection activities

- The inspector observed activities inside the main hall.
- The inspector conducted a joint observation with one of the pre-school managers.
- The inspector spoke to the pre-school managers and staff at appropriate times during the inspection.
- The inspector looked at children's learning records, the planning documentation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is inadequate

The managers have undertaken some evaluation of the pre-school's effectiveness. However, this has not been rigorous in identifying and prioritising key weaknesses in the provision. As a result, the pre-school is in breach of welfare and learning requirements. Arrangements for safeguarding are ineffective. Staff's knowledge of safeguarding and child protection procedures is not good enough. Those responsible for management do not ensure that the safeguarding policy includes all required elements, such as the correct reporting procedures for allegations against staff. This means that not all staff understand how to manage any concerns about other staff. As a result, children's safety and well-being are at risk. Managers do not monitor the quality of teaching or the progress that children are making sufficiently well. This means that staff are not supported in raising the quality of their teaching. Managers do not always identify when children's progress is less than expected. This means that plans are not put in place to narrow or close any gaps, reducing the amount of progress children make. Partnerships with other services, such as health professionals and local schools, are well developed and provide some support for children's learning.

Quality of teaching, learning and assessment is inadequate

All staff are suitably qualified. However, managers do not ensure they receive appropriate support or training to help raise the quality of their teaching. Staff promote children's early understanding of simple mathematics as they encourage them to sing number songs. Staff make some basic observations of children but these are not used effectively to inform future planning. Not all staff have an accurate view about what children need to learn next. Gaps in learning are not identified or addressed quickly enough. Planned activities are not always linked to individual children's learning needs. As a result, activities lack purpose and do not fully engage children or extend their learning. Parents are happy with the service provided. However, staff do not share enough details about their children's achievements and learning priorities. As a result, some parents have too little involvement in their children's ongoing learning at the pre-school or at home.

Personal development, behaviour and welfare are inadequate

Staff do not promote children's physical development sufficiently well. For example, older children are not supported to learn to drink from cups. This is because they are given cups with lids on designed for much younger children. During adult-led activities, staff time is often spent engaging with children who are more outgoing and confident. Staff sometimes overlook younger or less confident children and they soon lose interest and leave the activity. As a result, not all children are being helped to build confidence or to become actively involved in their learning.

Outcomes for children are inadequate

Children do not make sufficient progress and are not adequately prepared for the next stage of their learning.

Setting details

Unique reference number	218261
Local authority	Staffordshire
Inspection number	1028433
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	34
Number of children on roll	42
Name of provider	The Village Playgroup (Cheslyn Hay) Committee
Date of previous inspection	15 October 2013
Telephone number	01922 4106698

The Village Pre-school opened in 1977. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. Two members of staff are qualified to level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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