

# Wollaton Village Pre-School

Wrights Institute, Wollaton Road, Wollaton, Nottingham, Nottinghamshire, NG8 2AN

<b>Inspection date</b>	28 April 2016
Previous inspection date	6 July 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	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 assess children's progress accurately enough. Planning is not based on children's individual development and what they need to learn next. As a result, children are not supported to make enough progress in their learning and development.
- Staff are not sufficiently focused on motivating and inspiring children's purposeful learning or extending their language, listening and concentration skills.
- Some learning areas become cluttered with toys and resources. This limits children's interest and choices as they cannot easily see what is available for them to play with.
- The manager does not yet look closely enough at teaching practice or the activities planned. She does not carefully consider the impact this has on children's progress, in order to swiftly implement ways to build on staff's teaching skills.

### It has the following strengths

- Children behave well and follow appropriate hygiene routines. They eat healthy snacks and enjoy being active. This promotes their physical well-being.
- Staff are secure in their knowledge and understanding of how to safeguard children. They minimise potential risks.
- Staff work with parents and other professionals to make sure children who have special educational needs or disability are supported 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"> <li>■ ensure assessments of children's learning are completed consistently so that staff have an accurate understanding of what children need to learn next and use this information to plan challenging activities and ensure any gaps in learning are quickly identified and addressed</li> </ul>	17/05/2016
<ul style="list-style-type: none"> <li>■ improve the quality of teaching so that children's purposeful learning is robustly supported and their language, listening and concentration skills are extended further.</li> </ul>	17/05/2016

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

- improve opportunities for children to select toys and resources to sustain their interest and involvement in a broad range of activities
- monitor more closely the quality of teaching practice and activities planned and carefully assess the impact this has on children's progress, in order to identify where improvements can be made to further develop the skills of staff.

## 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 is inadequate

Evaluation of the quality of the setting does not clearly identify the weaknesses in teaching practice. The manager does not reflect closely on the quality of teaching or the activities planned. She does not yet carefully consider the impact this has on children's progress and use the information effectively to help staff further improve. The arrangements for safeguarding are effective. The manager has made steady progress since the last inspection in meeting the welfare requirements. Recruitment and ongoing vetting checks have been improved and help to ensure staff and committee members are suitable to work with children. Records required for the safe management of the setting are now stored on the premises. Staff have a clear understanding of the signs of possible child abuse and the action they must take to safeguard children. Partnership working with parents and other professionals ensures there is continuity in children's care and general learning.

### Quality of teaching, learning and assessment is inadequate

The quality of teaching has significant weaknesses. Staff are generally well qualified but this is not reflected sufficiently in their teaching practice. Some staff are unaware of children's current stage of learning and assessments are not accurate. Staff do not accurately identify the specific next steps in the children's learning and development. This results in children not being adequately challenged. A wide range of activities is set out daily. However, some learning areas become cluttered with toys and resources. This limits children's interest and choices as they cannot easily see what is available for them to play with. Staff are sometimes distracted by other duties or do not interact well with children. As a result, staff do not consistently promote children's purposeful learning or extend their language, listening and concentration skills. Therefore, children are not suitably challenged as they play to help them to make the progress they are expected to make.

### Personal development, behaviour and welfare are inadequate

Children's emotional well-being is promoted through positive and caring interactions with staff. Before children start, parents meet with staff to discuss their children's care and learning needs. Staff use this information, alongside ongoing discussions with parents, to help children settle. Information is regularly exchanged with parents. The environment is generally welcoming. Children have access to a wide range of activities and experiences. However, due to weaknesses in teaching, children are not motivated or inspired to join in and take part in activities. Staff are kind and caring. They are good role models for children, who learn to share, take turns and consider others.

### Outcomes for children are inadequate

Children are not making the progress they should from their starting points. Weaknesses in teaching mean that children are not well supported. Gaps in learning are not identified quickly enough and action is not taken swiftly enough to prevent these gaps from widening. Children who speak English as an additional language and those identified as having a speech and language delay are not well supported, because this aspect is not prioritised or well planned for. Consequently, children are not well prepared for school.

## Setting details

<b>Unique reference number</b>	254679
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1021849
<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 - 5
<b>Total number of places</b>	21
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Wollaton Village Pre School Committee
<b>Date of previous inspection</b>	6 July 2015
<b>Telephone number</b>	0115 9288400

Wollaton Village Pre-School was registered in 1963. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who speak English as an additional language and children who have special educational needs or disability.

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