

Edenfield Village Preschool

The Community Centre, Exchange Street, Edenfield, Ramsbottom, BURY, Lancashire,
BLO 0LA



Inspection date

26 April 2016

Previous inspection date

4 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 pre-school has a new management structure that is not sufficiently embedded. The manager does not fully understand her roles and responsibilities, particularly in relation to improving the overall quality of the provision.
- The ways in which staff performance is monitored do not support them towards improving their personal effectiveness in teaching.
- The manager does not evaluate the quality of her provision effectively to identify the impact that recent changes are having on the provision and children's learning.

It has the following strengths

- New ways to assess, plan and monitor children's progress are gradually raising the standards in teaching and learning.
- Staff have developed strong bonds with children and their parents and carers. This helps to ensure that children are emotionally secure and that there is a joint approach to their care and learning.
- Staff organise the environment well to enable children to access various play experiences that promote their independence and self-help skills.
- Partnerships with other settings and professionals involved in children's learning and care are positive. Staff share appropriate information to support children and their families.

What the setting needs to do to improve further

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

	Due Date
■ ensure that all staff have a clear understanding of their roles and responsibilities in order to improve the overall quality of the provision and daily experiences of the children	26/05/2016
■ ensure performance management arrangements support staff towards improving the overall quality of teaching.	10/06/2016

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

- review systems for evaluation to further monitor the impact that the improvements and changes are having on the provision and children's learning.

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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Michelle Britch

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All staff members have sufficient knowledge and understanding of the signs and indicators of abuse. They speak confidently about the procedures to follow if they have any concerns about a child in their care. Since the last inspection, a new leadership team has made steady improvements across the nursery. This has led to changes in the management of some aspects of the provision. As a result, there is confusion within the team regarding roles and responsibilities and how to raise the quality of the provision. There are some systems in place to evaluate the strengths and weaknesses of the pre-school. However, staff do not always use the valuable information gathered to identify the impact these changes are having on the provision or children's learning. New arrangements are in place for the supervision of staff, but the supervisions are not yet having a positive effect on each staff member's performance and the impact of their teaching.

Quality of teaching, learning and assessment requires improvement

Most staff are qualified, have a sound understanding of the early years foundation stage and know how to promote the learning and development of young children through play. New observation, assessment and planning processes are in place and enable all staff to be aware of each child's individual skills and next steps. Staff are able to support children to make steady progress and to develop the key skills required for starting school. Some staff effectively engage the children in challenging activities. For example, staff encourage children to explore the cause and effect of transporting water to introduce new vocabulary. The children enjoy the sensory experience of running their fingers and small tools through coloured rice on a tray. However, the quality of teaching is variable across the staff team, which means the quality of learning is not consistently good. Staff share children's progress effectively with parents, and when appropriate, other professionals. Staff use targets set by other professionals to plan activities for children who have special educational needs or disability. This helps to ensure a shared approach to children's learning and development.

Personal development, behaviour and welfare require improvement

Children benefit from a well-resourced learning environment with a range of activities. Staff welcome each child individually on arrival, which supports them to settle confidently in their play. Care practices are sound. Children enjoy a range of healthy snacks and plenty of opportunities for fresh air and exercise. Parents and carers are complimentary and offer positive feedback about the changes which have taken place in recent months. The organisation of additional activities, such as trips, expands children's involvement in the wider community. This also provides opportunities for children to socialise with each other and understand the expectations for behaviour in various situations.

Outcomes for children require improvement

Many children are making suitable progress and gain some of the key skills they need for the next stage in their learning, such as starting school. For example, children are keen and active learners who enjoy exploring and making independent choices about their play.

Setting details

Unique reference number	309294
Local authority	Lancashire
Inspection number	1033939
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	12
Name of provider	Edenfield Village Pre School Committee
Date of previous inspection	4 November 2015
Telephone number	07748 083 009

Edenfield Village Preschool was registered in 1993. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one holds a qualification at level 4. The pre-school opens from Tuesday to Friday, during term time only. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school cares for children who have special educational needs or disability.

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