

Belton Pre-School

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



Inspection date

9 May 2016

Previous inspection date

12 January 2016

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:

- Staff do not plan activities well enough to ensure that all children are interested, engaged and challenged in their learning and to ensure that they make the best progress that they can.
- Staff do not consistently support children's attempts to take responsibility for simple tasks. Explanations and processes are not clear enough to ensure children always understand expectations and are developing their sense of responsibility.
- The monitoring of staff teaching and the quality of the educational programmes are not yet sufficiently embedded in order to effectively develop practice to a good level.

It has the following strengths

- The committee and manager have worked hard to develop their knowledge of the legal requirements and to improve practice since their last inspection. Through their enhanced evaluation processes, their detailed action plans and the support of the local authority, they are leading staff to improve nursery practice and provision.
- Children's emotional security is addressed well. Staff build beneficial relationships with children and parents. Children are happy and settled and enjoy their time at the pre-school.
- Staff work with parents when children first start at the pre-school to ensure that they get to know children's needs and preferences. They link with other settings that children attend to obtain information in order to plan and provide for children's individual needs. This helps to support a consistent approach to children's care and learning.

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 planned activities clearly and consistently offer interest and challenge to children, sustaining their engagement and extending their learning. 09/06/2016

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

- give children clearer explanations to help them understand how to independently complete tasks and to develop their sense of responsibility
- embed the recently introduced monitoring systems to enable staff to more effectively reflect on the educational programmes they plan, as well as the quality of their own teaching practices and those of others.

Inspection activities

- The inspector observed activities in both of the main playrooms and the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision. She spoke to staff and children throughout the inspection, when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Children are continually supervised because staff deployment is addressed well in playrooms and in the outdoor areas. Staff are aware of their responsibilities to protect children from harm. They ensure risk assessments are sufficient and that all areas of the pre-school are clean and safe for children. Procedures for recruitment, selection and induction are sufficient and vetting procedures for staff and committee members meet requirements. The management and staff have increased their focus on attending training, which has helped to improve their practice. However, monitoring of the educational programmes is not yet fully effective.

Quality of teaching, learning and assessment requires improvement

Staff use an online system to record observations and regularly assess children's development. This is shared with parents, so they can comment on, and be involved in, their children's learning. Children's next steps are planned for and, generally, the activities support children's interests and aptitudes. However, group times, such as circle time and adult-led activities, are not always planned well to ensure children are challenged and their interest and attention are sustained. In spite of this, children enjoy their time in the pre-school. They have periods of free play, where they access plentiful resources indoors and outside, make choices and follow their interests in their play. Children enjoy creative activities, making marks with pencils and pens, and mixing colours with paint. They play cooperatively with their friends as they imaginatively create pretend meals with sand. They explore emptying and filling containers with water. Staff extend children's learning effectively as they encourage them to experiment with items and develop an understanding of concepts such as floating and sinking.

Personal development, behaviour and welfare require improvement

Children's health and well-being are promoted well. Children enjoy spending time outdoors using the extensive and varied spaces outside. They act out imaginative play scenarios with their friends in the role play houses and develop their physical skills on the wide range of climbing equipment. However, staff do not consistently support children to take responsibility for their own things and to manage their own self-care. Many children change their footwear after playing in the mud outside. Without clear procedures to support children at such times, many leave shoes and boots littered all over the outside decking. This leads to a slightly chaotic environment when all children are coming in to prepare for lunch.

Outcomes for children require improvement

Most children are working comfortably within the range of development typical for their age. Children are happy at the pre-school and their sense of self-esteem is developing suitably. They concentrate on things that interest them and have confidence to explore the pre-school environment. They are acquiring some skills in readiness for their eventual move on to school. This includes children who speak English as an additional language and two-year-olds for whom the pre-school receives funding. However, children are not consistently challenged or engaged in their learning so as to make better progress.

Setting details

Unique reference number	254360
Local authority	Rutland
Inspection number	1036537
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	2 - 4
Total number of places	24
Number of children on roll	37
Name of provider	Belton In Rutland Pre-School Playgroup Committee
Date of previous inspection	12 January 2016
Telephone number	01572 718744

Belton Pre-School was registered in 1992 and has been operating since 1971. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 2 to level 5, including one with early years teacher status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm, Monday to Thursday, and from 9am until 1pm on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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