

# Abbey Pre-School

Priors Field Primary School, Clinton Lane, Kenilworth, Warwickshire, CV8 1BA



## Inspection date

Previous inspection date

11 May 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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

- Staffing arrangements do not always promote children's safety and welfare. Staff are not always deployed effectively to ensure children are supervised. In addition, there are times when staff qualification requirements are not met.
- The provider and staff do not always take prompt action to remove hazards or to teach children how to safely handle and use toys and equipment.
- Children's well-being is not always promoted in the event of an accident. Not enough information is recorded about accidents, injuries and first-aid treatment to ensure parents are well informed about their child's condition.
- The quality of teaching is variable. The provider and staff do not consistently focus their teaching on each child's needs, abilities and interests. Some activities are not interesting and challenging enough to sustain children's purposeful learning and to promote their rapid, sustained progress.
- Arrangements for monitoring staff's performance and for supporting their professional development are not sufficiently thorough to ensure weaknesses in practice are promptly identified and addressed.
- Staff do not always successfully promote children's listening, attention and involvement during activities.

### It has the following strengths

- The provider and staff successfully help children to settle, to become confident and to be increasingly independent in seeing to their personal care.
- There are generally effective relationships with parents and carers. They appreciate regular opportunities to discuss their children's care, activities and achievements with the provider and staff.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ deploy staff effectively to ensure children are always adequately supervised and that prompt steps are taken to ensure children are not exposed to risks and are kept safe at all times</li> </ul>	11/05/2016
<ul style="list-style-type: none"> <li>■ improve the quality of teaching so that staff consider each child's needs, abilities and interests in their planning and positive interactions with children to enable them to enjoy challenging experiences which promote their purposeful learning and rapid progress</li> </ul>	22/06/2016
<ul style="list-style-type: none"> <li>■ maintain qualification requirements at all times to ensure at least half of all other staff working with the manager hold a full and relevant level 2 qualification</li> </ul>	22/06/2016
<ul style="list-style-type: none"> <li>■ ensure accident records contain sufficient information about the accident, injuries and first-aid treatment</li> </ul>	11/05/2016
<ul style="list-style-type: none"> <li>■ improve staff performance and develop procedures to ensure staff are effectively helped to develop the knowledge and skills needed to raise the quality of their teaching, supervision and care for children to good.</li> </ul>	22/06/2016

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

- explore more effective ways to promote children's listening skills, sustained involvement and expressive language during story times and other group activities
- create more opportunities to develop children's understanding of how to behave safely and with control as they play with other children and handle and use a range of tools and physical play equipment.

**Inspection activities**

- This inspection was carried out following the risk assessment process.
- 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 provider who is the pre-school manager.
- The inspector held a meeting with the provider and spoke to the staff and children during the inspection. The inspector also spoke to the headteacher and Reception class teacher of the school where the pre-school is based.
- The inspector looked at relevant documentation, including records relating to children's attendance, health and safety and to the suitability of staff working in the pre-school.
- The inspector discussed the provider's plans for improvement.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

**Inspector**

Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider's monitoring, evaluation and action planning are not effective. She has not identified and addressed breaches to regulation relating to supervision of children and staff qualification requirements. Staff performance and development procedures are ineffective. The provider has not highlighted weaknesses in teaching and the management of children's health and safety. Not enough attention is given to assessing the quality of staff's interactions with children, their organisation of activities and resources and their completion of accident records. Arrangements for safeguarding are not effective. Children are not always adequately supervised, putting their health and safety at risk. This includes children being left unattended in the pre-school room. Staff do not always check children's safe movement between outside areas and indoors. Hazards are not always removed before children use equipment, such as a slide and climbing apparatus. Some indoor play areas are untidy or activities are set out so they partially obstruct entrances, for instance, to the toilet area. In other respects, the provider and staff have an adequate knowledge of abuse, neglect and other risks to children. They attend regular safeguarding training that is relevant to their roles and know what action to take if they have concerns about a child.

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

The provider and a colleague are the children's key persons. They accurately assess children's starting points and progress. They welcome parents' views about their children's development and agree next steps for children's learning. These are reflected in staff's planning but are not always followed up in their teaching. The quality of the provider and staff's interactions with children varies. They do not consistently use effective questioning and explanations to build on children's understanding or to encourage them to describe, recall and predict. Some indoor play areas are disorganised so children cannot see what is available to play with. Potentially interesting toys and resources are underused. During some group and story times children do not listen or remain engaged because the story is mundane or they cannot hear the words. Children enjoy fun topics, such as the current one about pets. They act out being vets and create pictures of animals, birds and fish. Children explore natural materials and make models from construction and small-world toys.

### Personal development, behaviour and welfare are inadequate

Children are not always effectively supervised and some hazards are not promptly removed. Children have few opportunities to identify and talk about risks. Their behaviour is variable. Children are not always taught how to play safely. Staff do not intervene when children using wheeled toys disrupt other children's play and risk running into them. Therefore, children are not learning how to safely negotiate space or to be mindful of other's needs. Accidents are not effectively documented as accident records contain little detail. This makes it difficult for the provider and staff to identify any underlying causes of accidents. Overall, children enjoy pre-school. Their interests are often reflected in activities. Children relish being outdoors and being active. Children are confident about starting school as they take part in activities with pupils from the school's Reception class.

### **Outcomes for children require improvement**

Planning and teaching are not focused enough on children's individual abilities or their current learning needs to ensure they make rapid and good progress. Children gain some basic skills needed for school. They are confident and are increasingly independent in seeing to their personal care needs. Children use numbers for counting and comparing. They enjoy making marks including forming some recognisable letters. However, children's listening, attention and involvement in activities is variable. They lack consistent encouragement to use expressive language to describe, recall and to ask and answer questions. This inhibits children's ability to think critically and to work out simple problems.

## Setting details

<b>Unique reference number</b>	EY495254
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1050426
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Elizabeth Ann Preece
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01926 854959

Abbey Pre-School was registered in 2015. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday in school term time. Sessions are from 9am until 3.30pm on Monday, Wednesday and Friday and from 9am until midday on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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