

Premier Preschool

16-18 Mayall Street East, OLDHAM, OL4 3EN



Inspection date	20 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 suitability of some staff members is not verified in a timely way and records to evidence the identity checks and vetting are not effectively maintained and readily available for inspection.
- The organisation of whole-group activities for three-year-old children is not effective enough to keep them engaged and to consistently promote their good social skills and behaviour.
- Children's behaviour is not always managed in a positive way.
- Monitoring of records, deployment of staff and the quality of teaching is not sufficiently focused to ensure consistency and high-quality teaching and learning across the pre-school.

It has the following strengths

- The pre-school is very welcoming and inclusive. Children are happy, confident and have formed close relationships with staff. Parents speak very highly of the pre-school and the support they receive.
- Staff monitor the progress children are making and managers analyse the information to identify and address any possible gaps in each child's learning.
- Children's physical development is well promoted, both indoors and outdoors. An increasing range of outdoor activities provides physical challenges for children. Children develop finger strength using a range of small tools, such as scissors for craftwork and hammers for woodwork.

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"> ■ verify each staff member's suitability in a timely way and keep clear evidence of the identity checks and vetting processes that have been completed available for inspection 	03/06/2016
<ul style="list-style-type: none"> ■ ensure that staff consistently use positive ways to manage children's behaviour 	03/06/2016
<ul style="list-style-type: none"> ■ improve the organisation of activities and staffing for three-year-old children to keep them engaged in learning and enable them to consistently behave well and demonstrate good social skills. 	03/06/2016

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

- improve monitoring arrangements to ensure record keeping, staff performance and the quality of teaching is consistently good.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- 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 three joint observations with the pre-school manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the pre-school manager and provider.
- The inspector looked at evidence of the suitability of staff working in the pre-school and a range of other documentation, including policies and procedures to safeguard children's welfare, children's records and planning documentation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Lynne Naylor

Inspection findings

Effectiveness of the leadership and management requires improvement

Recruitment, vetting and induction procedures are not swiftly followed when some new staff are employed. There is an over reliance on supervising staff while waiting for checks, which is not a rigorous enough way to protect children. Records of identity checks and vetting processes are not easily accessible to demonstrate how the suitability of staff is decided. However, throughout the day staffing levels are maintained at a higher level than the minimum required, both indoors and outdoors. The arrangements for safeguarding are effective. The provider and manager understand statutory and government requirements. They ensure that staff know how to report any safeguarding concerns they may have about a child. The building is kept secure at all times, access is carefully monitored and regular risk assessments are made. Since opening at this site, the outdoor area has developed and now increasingly contributes a great deal to children's learning and development. To keep children safe during the renovations, children took turns to use a secured section of the outdoor area. The provider takes good account of the views expressed by children and parents to improve the provision. However, there is a lack of secure monitoring to ensure that the good practices are consistently followed.

Quality of teaching, learning and assessment requires improvement

Teaching, although not consistent, is generally good. Many of the staff are well qualified and make sound use of what they learn from training. Parents receive, and increasingly give, useful information about their child's learning, which contributes to ongoing assessment. Staff effectively support the development of children's English language skills. They use key words in children's home language, including different language text in wall displays and for some languages children have bilingual staff to support them.

Personal development, behaviour and welfare require improvement

Staff are seen to treat babies and children equitably, while meeting their individual care needs and choice for rest, food and drinks. Discussions, during food tasting and imaginative play, successfully help to increase children's knowledge of healthy eating. The playrooms and garden are carefully planned and resourced well with a broad range of clean toys to support children's independence. There are times when the level of noise is high and children and staff raise their voices to be heard. There are also times when three-year-old children are expected to sit too long in large groups. At these times, some children disengage and staff respond negatively, which is not in line with the pre-school's written policy, which advocates positive strategies to manage behaviour. However, children, generally, play happily and confidently interact with each other, staff and visitors, which shows they feel safe and emotionally secure.

Outcomes for children require improvement

Children make steady progress in their learning. Staff work closely with parents and other professionals to improve children's language, literacy and mathematical skills and prepare them well for school. Where children's starting points are below those of others of their age, assessment shows that with individual support they are improving consistently and the gap is steadily closing.

Setting details

Unique reference number	EY493748
Local authority	Oldham
Inspection number	1051591
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	0 - 12
Total number of places	96
Number of children on roll	135
Name of registered person	Holdengain Ltd
Registered person unique reference number	RP534935
Date of previous inspection	Not applicable
Telephone number	01612411040

Premier Preschool was registered in 2015. The pre-school employs 24 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 5, two at level 4, nine at level 3 and three at level 2. The pre-school opens Monday to Friday, for 51 weeks a year. The pre-school provides funded early education for two-, three- and four-year-old children. An out-of-school club is open from 7.30am to 9am and from 3pm to 5.30pm, during term time. It also opens from 7.30am to 5.30pm, during school holidays. The pre-school supports children who speak English as an additional language.

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