

Sacred Heart Pre-School

Sacred Heart Roman Catholic School, Greys Hill, Henley on Thames, Oxfordshire,
RG9 1SL



Inspection date

Previous inspection date

19 May 2016

9 December 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:

- It is too soon to see the impact of new systems the management team have introduced to improve children's learning and progress.
- Some staff lack confidence and the skills to plan for children's learning needs. They do not make best use of the information gained through the process of observation and assessment to see what children need to learn next. This means that any gaps in children's development are not always identified at an early enough stage.
- Staff have not been successful at engaging some groups of parents in their children's learning and development.

It has the following strengths

- Children generally behave well as staff help them to clearly understand right from wrong.
- Children enjoy their time at pre-school. They arrive happily and ready to learn. New children settle particularly quickly as they form positive relationships with the staff.
- Staff work closely with other agencies to support children who need extra support with their 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
■ make better use of the new planning system to ensure activities take account of children's next steps and interests to help them to consistently make good or better progress	22/07/2016
■ improve engagement with parents to help them support children's learning at home.	22/07/2016

Inspection activities

- The inspector observed activities both inside and outside to evaluate the support for children's learning.
- The inspector spoke to parents and carers to gain their views on the quality of the pre-school.
- The inspector conducted a joint observation with the deputy manager to assess the quality of how senior leaders monitor staff practice.
- The inspector sampled a range of documentation, including children's developmental records and staff information.
- The inspector held discussions with representatives of the pre-school committee.

Inspector

Maria Conroy

Inspection findings

Effectiveness of the leadership and management requires improvement

Improvements have been made to support children's learning since the last inspection, but some of these are still in the early stages of development. The management team has identified that some staff lack confidence in planning activities to meet children's learning needs. This means children are not consistently challenged enough which limits the progress they make. To address this, senior staff have sought advice from the adjoining school's Reception teacher to introduce a new planning system. However, this process is still new and it is too early to see significant impact. The management team is committed to making the necessary improvements. They have a realistic view of where further work is needed. Better focus on staff development has increased the range of training staff now complete. This has particularly improved the way staff manage children's behaviour. Safeguarding is effective. The deployment of staff ensures that children are supervised well.

Quality of teaching, learning and assessment requires improvement

The weaknesses in the planning systems mean teaching is not precise enough to help children make good progress. Staff do not give enough thought to what interests children. This means some children are not as engaged in activities as others. For example, when children showed interest in the insects they found in the garden, some staff did not build on this to enrich children's learning. Staff keep parents closely informed about their child's well-being. However, they are less successful in helping parents understand how to extend children's learning at home.

Personal development, behaviour and welfare require improvement

Children are beginning to develop positive attitudes towards learning. Staff support them to understand the daily routine using visual prompts and music. For example, when the bell rings children know it is time for a change in activities. However, they lose interest in what they are doing when they are not sufficiently challenged. Children have daily opportunities for physical play. They use a range of equipment confidently and benefit from active, physical play, both inside and outside. This supports their healthy development. They make choices about the fruit they eat; pour their own drinks and learn to wash their hands before eating.

Outcomes for children require improvement

Children are motivated to learn, but the progress they make is hindered when activities are not matched to their abilities and interests. The improvements to behaviour management mean children are now developing some important skills they need for starting school. For example, they develop independence and learn to share and take turns as part of the daily routine.

Setting details

Unique reference number	133687
Local authority	Oxfordshire
Inspection number	1041935
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 - 5
Total number of places	26
Number of children on roll	26
Name of provider	Sacred Heart Pre-School Committee
Date of previous inspection	9 December 2015
Telephone number	01491 413892

Sacred Heart Pre-School opened in 1977. It operates from separate premises located in the grounds of the Sacred Heart RC Primary School, in Henley-on-Thames, Oxfordshire. The pre-school opens on weekdays, during school term times, from 8.45am to 3pm. The setting receives funding to provide free early education for children aged three and four years. The pre-school employs six members of staff, five of whom hold appropriate early years qualifications.

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