

# North Nibley Preschool

North Nibley Village Hall, Innocks Estate, North Nibley, Dursley, GL11 6DP



## Inspection date

8 June 2016

Previous inspection date

27 June 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
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 make good use of what they know about children to plan for their individual learning needs. Children are not always motivated and inspired to take part in activities.
- Staff are not always deployed well enough to ensure that all children receive the support they need.
- The playleader's monitoring of the provision is not robust. Weaknesses in teaching practice are overlooked. The quality of teaching is not consistently good. This has a negative effect on outcomes for children and they do not all make typical progress for their age, particularly in their communication and language development.
- Staff do not work closely with parents to ensure that children receive effective support to help close identified gaps in their language and communication development.
- Children do not gain a good understanding of other cultures, and of people's similarities and differences.

### It has the following strengths

- Children build strong emotional attachments with key staff and happily engage in play with them. Staff regularly praise children. This supports children's self-esteem.
- Staff have positive working relationships with local schools and other professionals involved in children's care and learning.
- Clear procedures are in place to keep children safe. Staff understand their responsibility to report any concerns about a child's welfare.

## 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>
■ improve planning so that activities and experiences are securely based on children's individual learning needs, to more successfully motivate and inspire them to take part	31/07/2016
■ ensure that staff are effectively deployed, to ensure that children receive the support they need	30/06/2016
■ strengthen monitoring of teaching practice to ensure that training and information from other professionals is used effectively to improve outcomes for children	30/06/2016
■ ensure that staff work with parents to make sure that children receive the support they need to close identified gaps in their communication and language development.	30/06/2016

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

- increase opportunities for children to learn about similarities and differences between themselves and others
- make greater use of self-evaluation to identify weaknesses and take action for improvement.

### 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 spoke to the playleader, deputy playleader, staff and the committee chairperson.
- The inspector looked at a range of relevant documentation, including evidence of the suitability checks of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke with the children.

### Inspector

Lesley Voaden

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a sound awareness of their safeguarding responsibilities. Since the last inspection, the playleader and staff have reviewed their policies and procedures and shared them with parents. They have completed some training and developed their partnerships with other professionals involved in children's care. A new online system has recently been introduced to monitor children's progress. However, despite these positive actions, staff are not using their new skills fully to support children's communication and language development, and the monitoring system is not being used effectively to target weaker areas of children's learning.

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

Generally, staff recognise where children are in their development and know their interests, but they do not deploy themselves effectively to support children's learning. A choice of activities is set out for children but these do not provide sufficient challenge to extend children's learning. Children enjoy painting and drawing. They enjoy playing as pirates and staff provide resources to build on this interest. However, staff interactions with children are not always of good quality. They miss opportunities to build children's vocabulary, to model the use of language and to show that children's attempts to communicate are valued. They also fail to work effectively with parents to focus on the development of children's communication and language skills. Parents receive some information about their children's learning, and report favourably about the provision.

### Personal development, behaviour and welfare require improvement

The setting is welcoming and a range of activities are available for children to use. Children are familiar with daily routines and are encouraged to wash their hands before they eat. However, their independence is not consistently encouraged, even though the new tracking system has helped staff to identify that greater focus on this aspect of learning is needed. Children show kindness to others and share toys. Staff provide children with regular opportunities to play outdoors to extend their imagination and physical skills. Staff introduce cultural festivals into planned activities, but they do not provide good opportunities to teach children about diversity within their own and other communities.

### Outcomes for children require improvement

Most children make steady progress and develop confidence and some social skills in readiness for moving on to school. They can make some choices in their play but do not have good opportunities to develop their independence. Outcomes for all children are not yet good, particularly for children who require support in their language and communication development. The most able children are not suitably challenged in their learning, so do not make the progress that they are capable of.

## Setting details

<b>Unique reference number</b>	101710
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1028548
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	North Nibley Pre School Committee
<b>Registered person unique reference number</b>	RP519952
<b>Date of previous inspection</b>	27 June 2013
<b>Telephone number</b>	07842280220

North Nibley Preschool is run by a committee of parent volunteers. It operates from the village hall in the rural village of North Nibley in Gloucestershire. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school is open from Tuesday to Friday between 9am and 3.30pm, during school term times. A team of four staff is employed. One member of staff is a qualified teacher and two staff hold early years qualifications at level 3.

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