

# Teagues Bridge Pre-School



c/o Teagues Bridge School, Teagues Crescent, Trench, Telford, Shropshire, TF2 6RE

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 13 October 2016 |
| Previous inspection date | 11 July 2013    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---|-------------------------|-------------------|----------|
|   | Previous inspection:    | Good              | 2        |
| Effectiveness of the leadership and management                |                         | Inadequate        | 4        |
| Quality of teaching, learning and assessment                  |                         | Good              | 2        |
| Personal development, behaviour and welfare                   |                         | Inadequate        | 4        |
| Outcomes for children   |                         | Good              | 2        |

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to supply Ofsted with the required information to allow them to check the suitability of all committee members.
- Staff do not make the best use of the information they collect about children when they start at the pre-school to better inform planning from the outset.

### It has the following strengths

- The staff team demonstrates a strong commitment to their work with children. The team consistently uses the setting's effective systems to observe children's play and plan for the next steps in their learning.
- Leaders place a high priority on supporting staff when they highlight any gaps in children's development. The pre-school is then able to clearly identify any required support or intervention. Effective joint working between staff and other professionals ensures that children who have special educational needs or disability receive excellent targeted support.
- Leaders have an in-depth view of the educational programmes. They monitor children's learning. This helps them to respond to emerging needs and prioritise learning for particular groups of children, including those who receive funded early education and those who speak English as an additional language.
- The key-person system is effective. Parents receive good information about the progress their children make in their learning. Children develop strong relationships with staff and other children. They settle well and are emotionally secure and confident in the welcoming, nurturing environment provided by staff.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

|  | <b>Due Date</b> |
|--|-----------------|
| ■ ensure that Ofsted are supplied with the required information to allow them to check the suitability of all committee members in a timely way. | 13/11/2016      |

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

- focus more precisely on using the information collected when children first start to help plan more precisely for individual children's learning.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the chairperson of the committee and the manager of the provision. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at a selection of policies and procedures, which included safeguarding, children's developmental records, and a range of other documentation, including evidence of self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Kim Barker

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. The provider has obtained a Disclosure and Barring Services check for staff and members of the committee. However, they have failed to ensure that Ofsted have been supplied with the relevant information to ensure that suitability checks can be completed. This has the potential to have a significant impact on the children being cared for. In all other aspects, the manager ensures that the pre-school's policies and procedures are regularly reviewed and are effective in promoting children's health and safety. For example, there is a successful system of employment, induction, supervision, appraisal and training for all staff to ensure their continued suitability and professional development. The manager and staff are familiar with the Local Safeguarding Children Board policies and procedures.

### **Quality of teaching, learning and assessment is good**

Managers have high expectations of staff's practice. The quality of teaching is monitored effectively and staff are supported well. They have opportunities during supervision sessions to discuss ways to enhance the experiences offered to children. All staff model the use of language well. They know how to ask questions and wait for a response appropriately. Staff repeat language back to younger children and provide a commentary for children as they play alongside them. Children build models using small building blocks. Staff help children to make links between their ideas and what they could do next. Children's mathematical skills are promoted; staff demonstrate and model language about shape, space and measure. Toddlers play with a train track. Staff chat to them and encourage them to use language to describe what they already know about their world. This helps to sustain the toddlers' interest, encourages them to think and to express their thoughts and ideas.

### **Personal development, behaviour and welfare are inadequate**

Weaknesses in the leadership and management of the provision mean that the safety and well-being of children are compromised. Despite this weakness, staff are good role models; they use effective strategies and provide clear guidance for children about acceptable behaviour. This helps children to begin to develop an understanding of the pre-school's rules and how to follow them. Children learn to share and take turns. They confidently let staff know when it is time for another child's turn of an electronic toy. Staff make daily checks to ensure that any potential hazards for children are minimised. Staff provide a rich and stimulating environment for children's play and learning. Children make independent choices about their play and often initiate their own activities. They have daily opportunities to experience fresh air and to participate in physical exercise outdoors.

### **Outcomes for children are good**

Children are confident, active learners, who have fun while they learn. They are well prepared for the next stage in their learning, both in the pre-school and for their move on to school. Children learn to attend to their personal needs and develop self-confidence in their abilities. Their early literacy skills are supported; they see print in the environment,

listen to stories and have opportunities to make purposeful marks. Children learn how to use number for purpose during routines and as they play.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 208264  |
| <b>Local authority</b>                           | Telford & Wrekin  |
| <b>Inspection number</b>                         | 1063686   |
| <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>                    | 32  |
| <b>Number of children on roll</b>                | 43  |
| <b>Name of registered person</b>                 | Teagues Bridge Pre-School Committee   |
| <b>Registered person unique reference number</b> | RP522520  |
| <b>Date of previous inspection</b>               | 11 July 2013  |
| <b>Telephone number</b>                          | 01952617190   |

Teagues Bridge Pre-School was registered in 1997. It managed by a voluntary committee. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two at level 5. The provision opens Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who have special educational needs or disability and children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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