

# Abbey Pre-School

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



<b>Inspection date</b>	17 October 2016
Previous inspection date	11 May 2016

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:

- The provider does not ensure that staff plan all activities thoroughly to ensure every child has stimulating learning experiences. Children do not have sufficient opportunities to make decisions and to contribute towards their learning.
- The provider has not ensured the progress check is completed for children aged between two and three years.
- The monitoring of staff's performance is not established well enough to raise the quality of teaching and learning to good levels.
- The provider does not ensure that children develop a good understanding of healthy eating.

### It has the following strengths

- Partnerships are well established. The provider and staff maintain good communication and encourage parents to share information about children's learning. Staff record children's achievements and share these with parents and other providers.
- Children's good behaviour is promoted well and they learn to take manageable risks under close supervision as they climb onto large play equipment during outside play.
- The environment is welcoming with many displays that include examples of children's work.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ plan purposeful, stimulating activities to ensure children's individual learning is promoted effectively at all times	30/11/2016
■ provide opportunities for children to make decisions and to contribute to their own learning	30/11/2016
■ carry out assessments for children aged between two and three years, in order to identify any gaps in learning to ensure these are closed promptly.	04/11/2016

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

- strengthen the arrangements for evaluating teaching practice so that the quality of teaching is raised to help children make good progress in their learning
- provide opportunities for children to learn about healthy eating as part of a healthy lifestyle.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the pre-school provider who is the manager.
- The inspector held a meeting with the provider and spoke with the staff and children during the inspection.
- The inspector discussed the pre-school's self-evaluation and looked at evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

## Inspector

Adelaide Griffith

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider and staff have taken steps to make improvements in the pre-school. They have visited other settings as part of their professional development. This has helped them to develop their understanding of how to meet requirements effectively. The provider has also observed teaching in the host school and has made some changes in their practice. However, the quality of teaching is not yet raised sufficiently to ensure children make good progress in their learning. The partnerships with parents are well established. Parents praise the provider and the staff for their nurturing attitudes. The provider ensures staff have opportunities to discuss their training options to build on their existing skills. The arrangements for safeguarding are effective. The provider takes prompt action to address concerns and staff have a clear understanding of their responsibility to keep children safe from harm.

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

Staff do not ensure adult-led activities are planned well enough to engage children fully. They do not ensure children have stimulating experiences in which they are able to contribute actively to their own learning. Children spend time waiting to participate and do not have sufficient opportunities to share or to develop their ideas. Staff do not yet understand how to adapt activities so that every child has rewarding learning opportunities. Staff carry out regular observations of children's achievements. However, the progress check for children aged between two and three years is not completed to ensure they receive extra support should they need it. Staff provide suitable activities that children enjoy. Staff model movement to music and children copy this and then join in by playing instruments. Clear instructions promote children's listening and understanding appropriately. Staff interact well and encourage children with praise for their efforts.

### **Personal development, behaviour and welfare require improvement**

Children settle quickly when they start in the pre-school and they form strong bonds with their key persons. However, the teaching does not support their personal development so that children have consistent opportunities to follow and satisfy their natural curiosity. Children's confidence is developing as they interact freely with the staff. Children know what is expected of them and follow rules appropriately to line up after outside play. Children are able to help themselves to water throughout the session. However, they do not receive clear messages about healthy eating. The provider does not always ensure children are served with healthy foods. Children have many opportunities to learn about the community and the world as they contribute to fundraising events. Staff use key words in children's home language to help them communicate with those children who speak English as an additional language.

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

Children are not yet making good progress from their starting points and they are not supported well enough to be independent learners. All groups of children are developing some skills for their future learning. They are learning to count and older children recognise letters. All children have opportunities to practise their early writing skills.

## Setting details

<b>Unique reference number</b>	EY495254
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1052395
<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>	16
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Elizabeth Ann Preece
<b>Registered person unique reference number</b>	RP909709
<b>Date of previous inspection</b>	11 May 2016
<b>Telephone number</b>	01926 854959

Abbey Pre-School was registered in 2015. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. A volunteer also helps out in the pre-school. During term time the pre-school opens from Monday to Friday. Sessions are from 9am to 3.30pm on Monday, Wednesday and Friday and from 9am to midday on Tuesday and Thursday. The pre-school provides funded early education for three- and four-year-old children. It offers care for children who speak English as an additional language.

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