

Priory Parkside Pre-school

Kingsland Campus, Parkside Drive, Houghton Regis, Bedfordshire, LU5 5PY



Inspection date

22 November 2016

Previous inspection date

10 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- On occasion, staff do not follow the key-person procedure that they have in place. Some children start the pre-school without staff having established enough information about them and their needs to support them to settle well.
- Starting points in learning are not identified for all children. This means that staff are not able to support their learning from the beginning or measure the progress they make during their time at the pre-school.
- Staff do not consistently use their assessments of children's development to prioritise the most relevant next steps in learning. Therefore, planning does not provide them with a good level of challenge to support their ongoing progress.

It has the following strengths

- The provider and staff use self-evaluation to identify the strengths of the pre-school. There are plans for some improvement and the provider and staff team are motivated to raise the quality of care for children. They are welcoming of feedback and want to address weaknesses.
- The quality of teaching is good overall. Staff extend children's thinking, give them time to respond to questions and know when to stand back and allow children to explore.
- Children enjoy storytelling sessions. Staff hold up wooden figures to help children to understand characters. Staff use this as an opportunity to help children to learn about numbers and counting.
- Children play outdoors where they test out their physical skills as they ride bikes and enjoy the freedom to run, jump and express themselves.

What the setting needs to do to improve further

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

	Due Date
■ ensure that the key-person relationship is effective for all children to help staff to meet their individual needs and to support children to become familiar with the setting	03/01/2017
■ identify children's starting points in learning in order to plan for their learning from the beginning and to monitor their progress over time.	03/01/2017

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

- identify precise and challenging next steps in learning for children to support their progress.

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 completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff and volunteers working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector talked to children and staff throughout the inspection.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. There is a robust procedure for the recruitment of new staff and child protection is given high priority. Staff work closely with the Local Safeguarding Children Board. They undertake regular training and work alongside professionals to share information when required to help promote children's safety and well-being. Supportive supervision meetings help staff to stay motivated. Targets are set to help review staff performance and to identify training needs. The manager is highly qualified and uses her knowledge to review the quality of teaching. Generally, the staff know families well, although they do not always gather sufficient information from all parents and carers. Children for whom the pre-school receive funding have strategies in place to help support their learning. Funding is used effectively to help meet children's diverse needs.

Quality of teaching, learning and assessment requires improvement

Staff have undertaken a project to help them to improve the quality of their teaching of communication and language skills. Children are confident and capable talkers who share their ideas readily. They talk about what interests them, such as spiders and describe their features. Children are animated as they explain about spiders with small bodies and big legs. Usually, staff sit with parents and discuss their children's learning when they first start at the pre-school. This helps staff to identify children's starting points and to plan for their learning. However, there are rare occasions when staff do not do this. As a result, staff are unable to plan for these children or review their progress. Furthermore, sometimes staff focus on next steps in learning that children have already achieved or that are not challenging enough to promote their good progress.

Personal development, behaviour and welfare require improvement

Staff are caring and considerate towards children. Children appear confident and play together well. They talk to staff and include them in their imaginative games. Despite there being key-person arrangements in place, staff do not follow these procedures for all children. Some children start at the pre-school without staff gathering any information from their parent or carer to help them to feel reassured and to settle quickly. Staff focus on helping children to learn about being fit and staying healthy. They teach children about caring for their teeth and why it is good to visit the dentist.

Outcomes for children require improvement

Overall, children, including those for whom the pre-school receives additional funding, make steady progress in their learning. Generally, children are developing some of the skills they need in readiness for moving on in their learning and eventually starting school. Children behave well and are developing social skills. They use role play to express their ideas and use their imagination as they play.

Setting details

Unique reference number	EY460706
Local authority	Central Bedfordshire
Inspection number	1066788
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	16
Name of registered person	Sarah Jayne Wilkinson
Registered person unique reference number	RP515778
Date of previous inspection	10 September 2013
Telephone number	07972702753

Priory Parkside Pre-school was registered in 2013. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager who holds qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 9.30am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and those who have special educational needs or disabilities.

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