

Portland Place Pre-School

Sutton cum Lound C of E School, Portland Place, Sutton, RETFORD, Nottinghamshire, DN22 8PP



Inspection date

Previous inspection date

23 November 2016

11 October 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:

- The leaders and the manager are not fully effective in monitoring and supporting staff performance to consistently improve the quality of teaching. Children make some progress but are often not challenged enough to extend their learning as far as possible.
- The quality of teaching is inconsistent. Not all staff anticipate and reduce the negative impact on children's learning when changes in daily routines, such as snack time, occur.
- Leaders and the manager do not use the self-evaluation process as effectively as possible. They do not quickly identify and address areas for development, such as weaknesses in teaching, in order to improve the outcomes for children.

It has the following strengths

- Children are well cared for by the staff. They are happy and settled and display a sense of belonging. They have positive relationships with the staff and other children.
- Staff help children to develop their social skills. Children learn to share toys, take turns and play together. Children quickly learn what is expected of them. Staff are consistent in the way they calmly manage any unwanted behaviour.
- Staff work well in partnership with parents, in order to support children's well-being and learning. For example, information about children's progress is shared regularly and parents are given ideas of how they can support their child's learning at home.
- Records are kept accurately and policies and procedures are implemented appropriately to underpin practice. Policies meet requirements and are shared with parents.

What the setting needs to do to improve further

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

| | Due Date |
|--|------------|
| ■ monitor staff performance more effectively in order to identify and address inconsistencies in teaching practice | 24/02/2017 |
| ■ improve teaching so that children benefit from good quality adult guidance during daily routines and activities and are given suitable levels of challenge that enables them to consistently make good, or better, progress in their learning and development. | 24/02/2017 |

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

- develop more effective self-evaluation processes and use the information gained to drive improvement, particularly in teaching.

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 carried out a joint observation with the manager.
- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector held a meeting with the manager.
- The inspector spoke with the staff, the head teacher of the host school and children, at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at evidence of the suitability of staff working in the pre-school and the suitability of committee members.
- The inspector looked at children's records, the planning documentation and a variety of policies and procedures.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and the manager do not focus carefully enough on developing the quality of teaching. They do not effectively monitor how staff interact with children in order to support, challenge and extend their learning. Ongoing self-evaluation is not sufficiently focused on improving children's level of achievement or on quickly identifying areas of weakness in teaching. Safeguarding is effective. Vetting procedures are robust to help ensure staff and committee members are suitable. Staff are clear about their roles and responsibilities to help protect children. They complete regular training in order to keep updated with current government guidance, policies and procedures. Staff have established partnerships with the local school where children will attend in the future. They ensure that they work well together so that all children get the support they need and are ready for the next stage in their learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. On some occasions, staff do not quickly recognise how routines and changes in play activities have a negative impact on children's learning. Children lose focus and are not engaged in purposeful activity during these disorganised times. Nevertheless, the well-qualified staff do complete observations and make precise assessments of children's progress. Activities are planned in order to build on children's interests and the next steps in their learning. However, the activities planned are not always challenging enough for the children taking part, so they do not support them well enough to learn as much as possible. At times the quality of teaching is good. Staff use construction activities well to build on children's mathematical skills. They ask questions and give children time to come up with their own problem-solving ideas. Staff support children's communication and language skills appropriately. They provide activities, such as singing, for children to listen to and use words and build their vocabulary.

Personal development, behaviour and welfare require improvement

Weaknesses in some staff's teaching mean that children do not consistently make good progress in developing their personal and physical skills. Overall, staff are warm and welcoming. They offer a supportive and flexible settling-in process and children feel welcome and comfortable in the pre-school. Key persons have an overall awareness of their children's interests and capabilities and understand how to meet their individual care and welfare needs. This contributes to their well-being and as a result, their confidence grows. Children routinely play and explore outdoors, which promotes their good health effectively. Staff plan activities that help children learn about people from different backgrounds. For example, children bring in photographs of their homes and talk about different ways of living from their own.

Outcomes for children require improvement

Weaknesses in teaching mean that children are not consistently making good progress from their starting points. Nevertheless, they do make some steady progress and are gaining useful skills in preparation for starting school. Children select toys and activities by themselves and are learning to socialise and play in larger groups.

Setting details

| | |
|--|-------------------------------------|
| Unique reference number | EY434128 |
| Local authority | Nottinghamshire |
| Inspection number | 1065744 |
| 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 | 20 |
| Number of children on roll | 29 |
| Name of registered person | Portland Place Pre-School Committee |
| Registered person unique reference number | RP530988 |
| Date of previous inspection | 11 October 2013 |
| Telephone number | 01777 705 990 |

Portland Place Pre-School was registered in 2012. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 8.45am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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