

# Aldergate Pre-School

Central Methodist Church, Aldergate, Tamworth, Staffordshire, B79 7DJ



## Inspection date

25 November 2016

Previous inspection date

28 February 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:

- Teaching is not consistently good. Assessments made of children's learning are not precise enough and do not always take account of information obtained from parents.
- Children's next steps in learning are not always well targeted or promoted by all staff during daily activities. This means that children are not fully challenged and gaps in some children's learning are not closing quickly enough.
- Children are not always helped to think for themselves, to follow their own ideas and to choose how to do things.
- Checks made on the quality of teaching are not robust enough, to make sure that all children are supported well enough to make consistently good progress in their learning and development.

### It has the following strengths

- Staff are well qualified and help children to listen and to use language to communicate effectively with others. This includes children who speak English as an additional language.
- Staff work closely with parents and other agencies to effectively meet the needs of children who have special educational needs and disabilities.
- Children's diverse family experiences are reflected throughout the setting. Children are learning to recognise, value and to respect differences in themselves and other children.
- Additional funding is used appropriately to promote the progress of those children it is provided for.

## What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> <li>■ make sure all the assessments made of children's learning are precise, take account of the views of parents and are used to identify what children need to learn next to make consistently good progress</li> </ul>	30/12/2016
<ul style="list-style-type: none"> <li>■ make sure the next steps planned for children's future learning are understood and promoted by all staff during daily activities to fully challenge all children and to quickly close gaps in children's learning.</li> </ul>	30/12/2016

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

- improve the checks made on the quality of teaching and learning to make sure that all children make consistently good progress
- help children to think for themselves, to follow their own ideas and to choose how to do things.

## 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 pre-school manager.
- The inspector held meetings with the pre-school manager and provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school. The inspector also discussed the pre-school's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

## Inspector

Dianne Adams

## Inspection findings

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

Managers do not monitor the quality of the setting well enough. As a result, the good quality of teaching and learning observed at the last inspection has not been maintained. Arrangements for safeguarding are effective. Managers and staff complete training in child protection. They understand the actions to take to keep children safe and to protect them from harm. Recruitment and vetting are thorough and regular checks make sure that adults are suitable to work with children. Children are safe as they play. Staff complete daily risk assessments and keep all areas, both indoors and outdoors, free from hazards. The manager demonstrates a clear commitment to achieve good quality provision. Plans are in place to improve the supervision of staff and to identify and close gaps in children's learning more effectively.

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

Staff do not complete precise assessments of what children can do and what they need to learn next. They do not always find out what children are achieving at home so that this can be taken into account when planning for individual children's learning. Staff do not share the next steps identified for all children's learning with each other. This means that staff do not have the information they need to plan effectively for all children to make good progress. That said, staff show interest in what children are doing and ask questions to extend children's learning. Children learn lots of new vocabulary and they are keen to listen and confidently follow instructions. Staff help children to take part in community events and to learn about different traditions. Children enjoy a walk to the local church and learn about the Christmas tree festival. However, staff do not always help children to consider how to do things for themselves. For example, while exploring winter, children are not encouraged to select materials or to create snowflakes using their own ideas.

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

Children are not always motivated by staff to achieve their best. Staff do not always plan activities to promote each child's personal development to a consistently good standard. Nevertheless, care practices are strong. Staff model good behaviours and help children to develop strong friendships and to show respect towards others. Parents comment on the warm welcome they and their children receive from friendly staff. They state that children settle well and enjoy their time in the pre-school. Children begin to understand and follow instructions to keep themselves and others safe. They enjoy exploring, moving and playing cooperatively, with the interesting play resources.

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

Some children are not consistently making good progress from their starting points. They are not always well enough prepared for the next stage in their learning, or for school when the time comes. That said, children develop their literacy skills while reading books and practising their early writing skills. They develop their independence as they choose when to have snack and clear away their dirty utensils when finished. Children enjoy being active. They develop their physical skills while balancing on stepping stones and riding bicycles. Children develop an understanding of numerals as they count items in their play.

## Setting details

<b>Unique reference number</b>	218082
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1063696
<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 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Ann Oughton
<b>Registered person unique reference number</b>	RP512095
<b>Date of previous inspection</b>	28 February 2013
<b>Telephone number</b>	07979 898253

Aldergate Pre-School was registered in 2001. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and disabilities. The pre-school supports children who speak English as an additional language.

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