

Green Meadows Pre-school

Tidbury Green Village Hall, Dickens Heath Road, Tidbury Green, Shirley, SOLIHULL,
West Midlands, B90 1QW

Inspection date	12 January 2017
Previous inspection date	15 October 2012

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

Summary of key findings for parents

This provision is inadequate

- The provider, who is also the manager, does not safeguard children. Staff, including the provider, do not have a secure knowledge of safeguarding procedures.
- Partnerships with parents are not effective. An effective two-way exchange of information has not been established. Staff do not share enough information about children's progress to enable parents to extend learning at home.
- The provider does not ensure that all records are available for inspection.
- The quality of teaching is weak. The provider does not provide sufficient supervision, training and support to help staff develop their practice.
- The provider's overall monitoring of the observation, planning and assessment process is inadequate. Staff do not always check what level children have reached in their learning. This means they are unable to plan challenging and exciting experiences focused on children's individual learning needs.

It has the following strengths

- Staff are kind and caring towards children who form close bonds with them. This helps children to feel emotionally secure.
- Staff promote healthy lifestyles. Children are provided with nutritious snacks and have opportunities to develop their physical skills.

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 the provider and all staff have appropriate knowledge and understanding about safeguarding issues and understand how to implement the safeguarding policy effectively, including the procedures to be followed in the event of an allegation being made against a member of staff	09/02/2017
■ establish effective partnership working with parents; ensure all parents are provided with sufficient information to enable them to know what their child is learning and how they are developing	09/02/2017
■ ensure records are easily accessible and available for inspection, including evidence of staff suitability checks and first-aid certificates	19/01/2017
■ effectively monitor teaching practices and provide support, coaching and training for all staff to ensure they have appropriate skills, knowledge and understanding to deliver quality learning experiences to children through effective teaching methods	23/02/2017
■ implement effective systems to observe, assess and monitor children's learning and use this information to identify their individual needs, interests, and stage of development and to plan challenging and purposeful experiences that engage children and extend their learning.	23/02/2017

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the provider. She discussed policies and procedures and looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is inadequate

There have been significant changes within the pre-school in recent months, including the relocation to a different building. The provider has failed to evaluate the effectiveness of the provision in this time and this means that significant weaknesses have not been identified. Safeguarding is not effective. Staff do not have a thorough understanding about safeguarding policy and practice. They are unsure of the procedures to follow in respect of allegations about members of staff. In addition, the provider does not have a secure enough knowledge of what to do in such circumstances. This puts children's welfare at risk. The planning, observation and assessment procedures are not monitored effectively. When children's progress is less than expected, staff do not put effective plans in place to narrow or close the gaps. This limits the amount of progress children make. Although the provider has meetings and regular discussions with staff, these are not focused sufficiently on raising the quality of teaching.

Quality of teaching, learning and assessment is inadequate

Despite all staff having early years qualifications, the quality of teaching is weak. Staff do not engage in quality interactions with children. Staff do not make regular observations of children as they play. Assessments of children's learning are not always carried out and some assessments that have been completed are inaccurate. This means that staff do not have precise information about what children know and can do. This prevents them from planning appropriate activities and experiences to promote children's next steps in learning. Staff do not plan appropriately. Little consideration is given to what they want children to learn when they set up the environment. At times, children are distracted, restless and run around the room. Activities and resources lack purpose and children are not engaged in challenging play to extend their learning.

Personal development, behaviour and welfare are inadequate

Children's welfare is not fully promoted due to significant weaknesses in safeguarding practice. The provider is unable to produce some records to support the safe and efficient running of the setting. For example, evidence of first-aid qualifications and staff recruitment checks were not available for inspection. Parents are positive about the care their children receive. Staff speak to parents daily and provide basic information about their child's day. However, staff do not share enough information about children's individual learning. This means that a shared approach to learning and development has not been established to support children to make at least good progress.

Outcomes for children are inadequate

Weaknesses in teaching mean that children, including those in receipt of additional funding, are making poor progress. Gaps in children's development show little signs of closing because staff do not provide children with effective individual support. Children demonstrate some confidence as they choose activities freely. They take responsibility for small tasks as they help to tidy away toys and resources. However, children are not developing enough of the key skills needed to prepare them for their future learning at nursery or school.

Setting details

Unique reference number	250051
Local authority	Solihull
Inspection number	1059467
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	24
Name of registered person	Anne-Marie Sidwell
Registered person unique reference number	RP513114
Date of previous inspection	15 October 2012
Telephone number	01564 820946

Green Meadows Pre-school was registered in 1995. The pre-school employs nine members of childcare staff. Of these, eight 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 only. Sessions are from 9am to midday with additional services until 3pm to provide wraparound care between the pre-school and the school nursery. The pre-school provides funded early education for two-, three- and four-year-old children.

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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