

# Southfields Pre-School

Southfields Community Centre, Stanground, Peterborough, Cambridgeshire, PE2 8RY



## Inspection date

Previous inspection date

9 February 2017

14 October 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 quality of teaching is variable. At times, staff do not always offer sufficient challenge or encouragement to children to try things out for themselves. Additionally, some group activities do not meet the needs of the youngest children.
- Staff do not always provide opportunities for children to use their home languages as they play and learn. Equally, strategies to help them develop a good level of spoken English are not always used.
- Managers do not monitor children's progress effectively to quickly identify where children may be falling behind.
- The managers do not supervise staff practice closely enough to tackle underperformance and provide support and coaching to improve teaching to a good level.

### It has the following strengths

- Since the last inspection, the committee have taken steps to inform Ofsted of all committee members, so that suitability checks can be carried out.
- Children enjoy their time at the pre-school. They particularly appreciate playing outside and making pies in the mud kitchen is a great favourite.
- Staff value their good partnerships with parents. Activities, such as the new book sharing initiative, have been successful in helping parents become involved with children's learning at home.
- Staff understand the importance of teaching children about healthy lifestyles. They provide suitably nutritious snacks and opportunities for children to undertake physical exercise during adult-led activities.

## What the setting needs to do to improve further

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

	Due Date
■ improve teaching so that activities meet children's needs, provide sufficient challenge and encourage children to master skills for themselves	02/05/2017
■ ensure children have opportunities to use their home language in play and are supported to learn English	02/05/2017
■ improve performance management and supervision of staff so that they are fully supported to improve their teaching skills.	24/04/2017

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

- ensure the monitoring of children's progress is robust, timely and thorough so that interventions to support children's learning can be swiftly implemented when appropriate.

## 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager, the deputy manager and the chair of the committee. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents, read written feedback and comments and took account of their views.

## Inspector

Jacqueline Baker

## Inspection findings

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

The arrangements for safeguarding are effective. Staff have a secure understanding of how to keep children safe at pre-school. They make regular checks of the premises and are particularly mindful of the risks when children play outside. Staff know how to identify and report concerns about children in their care. Recruitment procedures include background checks for all staff and their ongoing suitability is regularly checked. The manager and deputy manager work alongside staff and undertake basic supervision and monitoring of their practice. However, these procedures are not rigorous enough to give staff the support and coaching they need to develop the standard of teaching further. Managers have started to monitor children's progress but procedures are not embedded or stringent enough to enable children to receive swift, targeted support when needed.

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

Staff prepare the learning environment daily with a suitable range of activities. They also display examples of numbers and the written word to support children's growing awareness that text carries meaning. Children happily come to pre-school and are confident to explore independently. Staff play alongside children, but at times the level of teaching is variable and children's learning is not promoted well enough. For example, children show an interest in using chalks and although staff demonstrate drawing, they fail to encourage children to try for themselves. Staff welcome children from many different backgrounds and have an awareness of their different cultures. However, staff do not use effective strategies to support children's language skills in both their home language and English. This means children are sometimes puzzled about activities or instructions and their attention is lost.

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

Staff are caring and help children to learn how to keep themselves safe and healthy. They remind children about wearing coats outside on cold days, and after washing their hands, explain the need to dry them thoroughly. Staff get to know children well and children are confident to approach them for a cuddle or reassurance. Most children happily play with friends or join in with group activities. However, these activities are not always suited to the needs of younger children who have recently started attending. Children know how to behave and are encouraged to develop good manners at the snack table.

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

Children are not making good progress from their starting points because of the inconsistencies in teaching. That being said, children know the daily routines and can attend to their self-care needs according to their level of development. Links with other providers and professionals are in place and support children's well-being and learning appropriately. Children show an interest in the activities on offer and are developing some basic skills for their move to school.

## Setting details

<b>Unique reference number</b>	260888
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1076667
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Southfields Community Playgroup
<b>Registered person unique reference number</b>	RP902477
<b>Date of previous inspection</b>	14 October 2016
<b>Telephone number</b>	07896608389

Southfields Pre-School has been operating since 1969. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am on a Monday and from 8.45am until 3.15pm Tuesday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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