

Sidemoor Preschool

Pear Tree Childrens Centre, Broad Street, Bromsgrove, Worcestershire, B61 8LW



Inspection date

16 February 2017

Previous inspection date

4 November 2016

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

Summary of key findings for parents

This provision is good

- Managers clearly understand their responsibility to safeguard children. The pre-school is clean, secure and well organised. A range of documents, policies and procedures is effectively implemented to support the good practice.
- Staff get to know children and their families very well. They are sensitive and responsive to their emerging needs. Children are settled, happy and content.
- Staff are good teachers. They provide a broad and exciting curriculum targeted towards meeting children's individual needs. Children make good progress in their learning.
- The pre-school is bright, welcoming and stimulating. A wide range of activities and experiences is accessible to children, indoors and outside. They are keen to play and explore, and demonstrate that they are motivated to learn.
- Partnership working is very good. A two-way flow of information is shared with parents, professionals and other providers. Children benefit from continuity in their care and education between all those involved in their lives.

It is not yet outstanding because:

- The continuous professional development opportunities available for staff do not yet focus precisely on extending their teaching skills to help raise the standard to outstanding.
- Managers do not yet review the progress of different groups of children. They are not clear about whether any one group of children is more or less disadvantaged than others.
- Managers do not make the best use of evaluation processes. They do not reflect carefully enough on the quality of teaching and learning or involve staff in this process.

What the setting needs to do to improve further

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

- extend staff's continuous professional development to focus more precisely on developing an expert knowledge of teaching and learning
- enhance the systems for comparing the progress made by different groups of children and checking that all groups receive the support they need, in order to increase the potential for them to achieve at the highest level
- make better use of evaluation processes to reflect more carefully on the quality of teaching and learning, and involve all staff in ambitiously considering ways to raise the standard as high as possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector held a meeting with the pre-school management team. She looked at relevant documentation, policies and procedures.
- The inspector discussed the self-evaluation with the management team and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, managers have worked closely with support from the local authority. They are focused on maintaining good standards. The arrangements for safeguarding are effective. Managers and staff have a secure understanding of government safeguarding guidance. They are highly alert to the different indicators that suggest a child may be suffering from neglect or harm. They know which agencies they need to liaise with to report their concerns. Staff conduct daily risk assessment checks on the environment, indoors and outside. They continually review the safety and suitability of the toys, equipment and resources. This helps to keep children safe. Most staff are highly qualified. They are supervised and benefit from frequent meetings with managers to discuss their roles and responsibilities. Staff have some training opportunities that are well focused on promoting children's well-being. The quality of care provided is very good.

Quality of teaching, learning and assessment is good

Staff observe and assess children's abilities. They make use of what they know to plan activities and experiences that promote the next steps in children's learning. Children greatly enjoy activities where they can be creative and use their imagination. Staff provide a variety of resources, such as boxes, tubes, foam and rope, that they can combine, use and experiment with in a range of ways. Staff interact with children at their level. They ask questions and encourage children to explain what they are doing. They also support children to share resources and work together. This builds on their language and social skills. Managers oversee the progress of individual children. Children in receipt of additional funding and those who have special educational needs and/or disabilities benefit from the support and help they need. All children progress well in their development.

Personal development, behaviour and welfare are good

Children's physical well-being is promoted in a range of ways. For example, they benefit from plenty of fresh air, and exercise is encouraged. Children enjoy playing outside. They ride around on wheeled vehicles or pretend horses and push prams along. They also negotiate obstacles as they balance, step and climb using the large blocks. Staff promote children's self-awareness and self-esteem. They value and celebrate children's efforts and achievements. Staff take opportunities to remind children of the behaviour expectations. They help children to respect the environment, staff and each other. Children are polite and keen to help during tidy-up time. They sit, listen and pay attention.

Outcomes for children are good

Children are becoming successful learners equipped with the skills they need in readiness to move on to school. Children are inquisitive and adventurous. They persist with activities and become absorbed in what they are doing. They try things out, make links and develop their own ideas. Children are confident and independent. They make choices about what they want to do and manage their own care needs. Children are developing good skills in literacy. They are learning letter sounds and can identify their own names. They are also beginning to give meaning to marks they draw or write.

Setting details

Unique reference number	EY365014
Local authority	Worcestershire
Inspection number	1079015
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	30
Number of children on roll	44
Name of registered person	Sidemoor Pre-School Playgroup Committee
Registered person unique reference number	RP904739
Date of previous inspection	4 November 2016
Telephone number	01527 870828

Sidemoor Preschool was registered in 2008. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school operates during term time only. Sessions are available Monday to Friday from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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