

Marlbrook Pre-School

St. Lukes Church Hall, Braces Lane, Marlbrook, BROMSGROVE, Worcestershire, B60 1ED



Inspection date

14 March 2017

Previous inspection date

11 November 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:

- Staff do not keep a written record each time medicine is administered to a child.
- The quality of teaching is variable. Staff do not always support children to develop and extend their own learning by completing activities as they choose.
- The manager does not monitor the quality of teaching and learning rigorously enough. Staff do not always make precise assessments of children's attainment levels when they join.
- Self-evaluation of the pre-school does not consider the views of parents or children and has not identified weaknesses in practice. Links have not been fully established with all other early years settings that children attend.

It has the following strengths

- The pre-school is warm and welcoming. Staff support children's emotional development well. Children are happy and settled.
- Staff share information about children's care with parents. Parents are happy with the service provided.
- Staff are good role models and help children to learn what is expected of them. As a result, children behave well.
- Staff promote children's physical development well. For example, children develop their small-muscle skills as they manipulate dough and their large muscles as they use outdoor equipment.

What the setting needs to do to improve further

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

	Due Date
■ keep a written record each time a medicine is administered to a child	28/03/2017
■ improve assessment procedures to accurately identify each child's starting points and use this to plan precisely for children's learning needs from the start.	25/04/2017

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

- increase opportunities for children to develop and expand on their own learning during activities
- build closer links with all other early years settings that children attend to promote sharing of information, to enhance children's learning
- reflect more closely on the quality of the provision, including considering the views of parents and children, in order to accurately identify weaknesses and take appropriate steps to improve
- implement effective systems to monitor the quality of teaching and the effectiveness of the educational programmes and identify where individuals or groups of children may have gaps in their learning and take appropriate action to address these.

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 provider, who is also the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- 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 requires improvement

All staff are qualified and have attended some training. However, this has not resulted in the overall quality of the provision reaching a good enough level. Systems for evaluating the provision are not rigorous enough and do not always include the views of parents and children. This does not help the manager and staff to identify and address weaknesses to continually improve the outcomes for children. The monitoring of the educational programmes and assessments of children's progress is not robust, consistent or precise enough. Safeguarding is effective. Staff have a clear understanding of how to respond in a timely and appropriate way to any safeguarding concerns.

Quality of teaching, learning and assessment requires improvement

Staff do not always complete starting point assessments when children join. Systems have not been established for tracking the progress of groups of children to highlight differing learning gaps or trends. This means that gaps in learning are not always identified or addressed quickly enough. At times, staff overly direct children and do not give them the opportunity to choose how they want to carry out activities. Nevertheless, staff generally plan appropriate experiences for children in all areas of learning. Some suitable teaching strategies are used. Staff encourage children to develop their language as they talk to them and ask questions throughout the day. Children enjoy choosing song puppets and join staff as they sing songs and rhymes.

Personal development, behaviour and welfare require improvement

Staff do not keep a written record of medication, as required. However, as staff verbally tell parents when any medicine has been given, this has minimal impact on the welfare of children. The manager is aware of the importance of working with other professionals to support children in their learning. Partnerships have been developed with local schools to help children's transitions. However, links have not yet been established with other early years settings that children attend. Therefore, opportunities to share knowledge of children to fully extend their learning are not maximised. Staff help children to lead healthy lifestyles. Children benefit from nutritious snacks and get plenty of fresh air and exercise in the outdoor area.

Outcomes for children require improvement

Weaknesses in the assessment and planning systems mean that children are not supported to make at least good progress. However, children are gaining some basic skills to help prepare them for the next stage of their education. Children's confidence and social skills develop. They learn to share and take turns with resources. Children form close bonds with staff and develop firm friendships with their peers. Independence skills are developing. For example, children are keen to put on their own coats and boots before outdoor play. Children are beginning to recognise their names as they find their name cards on arrival. Early mathematical skills are emerging as children begin to count, match and sort.

Setting details

Unique reference number	EY400942
Local authority	Worcestershire
Inspection number	1065449
Type of provision	Full-time 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	27
Name of registered person	Tina Ann Cornford
Registered person unique reference number	RP901780
Date of previous inspection	11 November 2013
Telephone number	07951 869175

Marlbrook Pre-School was registered in 2009. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. One member of staff holds a qualification at level 2. The provider/manager holds a Foundation Degree in Early Years. The pre-school opens Monday to Friday from 9am until 3pm during term time only. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

