

# Cleeve Prior Pre-School Rising Fives Group

Cleeve Prior School, Main Street, Cleeve Prior, Evesham, Worcestershire, WR11 8LG



## Inspection date

11 May 2017

## Previous inspection date

30 January 2015

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:

- Children are not always inspired to learn. Staff do not make the most precise assessments of children achievements. They do not fully consider children's interests or stage of development to plan suitably challenging and enjoyable activities.
- Children do not continually benefit from good quality learning experiences that promote their good progress. Managers and staff are not supported well enough to fulfil all of their roles and responsibilities.
- The monitoring and self-evaluation processes are not yet focused sharply enough on enhancing the quality of teaching, the curriculum and the progress children make, to further improve.

### It has the following strengths

- Staff get to know children and their families well. Staff find out about their backgrounds and cultures. They value and celebrate diversity. Children are happy and content. Parents comment they are happy with the service provided.
- The manager understands her responsibility to safeguard children. A range of records and documents are well implemented. The environment is clean and tidy. All those working with the children are suitably vetted.
- Children benefit from continuity in their care. Information about children's needs is shared between the setting, home and host school, which most children will eventually attend.

## What the setting needs to do to improve further

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

	Due Date
■ make more precise assessments of children's achievements and consider their interests and stage of development to consistently plan suitably challenging and enjoyable activities	11/07/2017
■ enhance the performance management arrangements for managers and staff and support them to offer good quality learning experiences to help continually promote children's good progress.	11/07/2017

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

- sharpen the focus of monitoring and self-evaluation processes on enhancing the quality of teaching, the curriculum and the progress children make, to further improve.

## 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 held a meeting with the pre-school manager. She looked at relevant documentation, records and policies.
- The inspector checked evidence of the suitability of the committee members and 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 requires improvement**

The performance management arrangements are not good enough. Managers and staff are not supported well enough to fulfil all of their teaching responsibilities. The manager is not yet as focused as possible on enhancing the quality of teaching, the curriculum and the progress children make to help further raise standards. Nevertheless, staff benefit from some professional development opportunities. These include training, such as safeguarding and first aid, helping to ensure children's physical well-being is promoted. The arrangements for safeguarding are effective. Managers and staff understand safeguarding legislation and guidance. They know how to respond appropriately to different safeguarding concerns. The environment is risk assessed and daily safety checks help to minimise hazards and keep children safe.

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

Staff do not make precise enough assessments of children's learning. They do not always take account of children's interests or developmental needs to plan exciting activities. Children sometimes struggle to become fully absorbed in their learning. Although the quality of teaching varies, staff generally interact with children warmly. Children confidently explore and staff help them to access different resources. For example, children like playing with small-world dinosaur models or completing complex dinosaur puzzles. Children ask questions and staff help them to access information on posters or in fact books to learn more. This helps develop their understanding of the world.

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

Weaknesses in the promotion of children's learning and development mean that children are not always interested or inspired to learn. Nevertheless, staff teach children about the importance of keeping themselves safe and well. For example, staff talk to children about dangers in the environment, such as crossing the road. They help them to think about ways to overcome these. Staff ensure children adopt good hygiene routines and they talk to children about the benefits of eating a good diet. Children develop a positive sense of themselves. Staff praise children's efforts and reward good behaviours. Children listen to staff and adhere to the behaviour expectations set.

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

Children do not yet progress as well as possible. Nevertheless, children that require extra help are given the support they need to make some progress from where they started. In the main, children are developing the skills they need to move on to school. For example, children independently manage their care needs. They are learning to share and play well with others. Children are developing literacy skills. They can control pencils to make different marks and older children are beginning to form recognisable letters.

## Setting details

<b>Unique reference number</b>	EY343186
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1092890
<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>	3 - 4
<b>Total number of places</b>	11
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Cleeve Prior Pre-School Committee
<b>Registered person unique reference number</b>	RP518299
<b>Date of previous inspection</b>	30 January 2015
<b>Telephone number</b>	07979322091

Cleeve Prior Pre-School Rising Fives Group registered in 2006. It is one of two pre-schools run by a management committee. The pre-school employs two members of childcare staff. They both hold appropriate early years qualifications at level 3. The pre-school operates term-time only. Sessions are available Monday to Friday from 12.15pm until 3.15pm. The pre-school provides funded early education for three- and four-year-old children. There are close links with the school.

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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