

Green Meadows Pre-school



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

Inspection date	28 June 2017
Previous inspection date	12 January 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
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 manager has not taken all necessary steps to ensure that all actions raised at the last inspection have been suitably addressed. Her self-evaluation is not effective.
- Information is not available to show there is a member of staff on the premises at all times who holds a current paediatric first-aid certificate. In addition, some information regarding staff suitability checks, including Disclosure and Barring Service checks for temporary staff are not available.
- Although the manager completes staff appraisals, these do not have a good enough impact on raising the quality of teaching to a consistently good level.
- Although staff have improved their methods for assessing children's learning, this information is not being used consistently to plan activities that are matched to children's age and stage of development.
- Some staff do not know the children well enough. They do not differentiate teaching to offer the required support and reflect and build upon the different ways children learn. Children do not make the required progress and there are gaps in their learning.

It has the following strengths

- Children are happy and settled. They have built suitable relationships with staff who are very caring and help them to feel emotionally secure in their environment.
- Staff interact with children and join in with their play. They talk to them and respond to their questions. Children enjoy the attention they receive from staff.

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 all documentation is available for inspection, including evidence of staff Disclosure and Barring Service checks and first-aid certificates	28/06/2017
■ ensure performance management is used to effectively monitor teaching practices, and provide ongoing training and support to raise the quality of teaching and improve learning experiences for all children	31/07/2017
■ ensure information gained from assessments is used to plan effectively for children's individual needs, interests, and stage of development, so that they remain engaged in their learning	31/07/2017
■ ensure all staff have a good understanding of children's level of development, know how to support them and reflect on the different ways they learn to extend their development and close any gaps in learning.	31/07/2017

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

- improve self-evaluation processes, so that weaknesses in practice are quickly identified and addressed to ensure continuous improvement.

Inspection activities

- The inspector observed the quality of teaching during a range of activities 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 manager.
- The inspector held a meeting with 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, asked for their feedback on questionnaires and took account of their views.

Inspector

Emma McCabe

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager, who is also the provider, has begun to make some improvements since the last inspection. However, weaknesses in practice remain. The manager has not used self-evaluation to ensure continuous improvements. The arrangement for safeguarding are not effective. Some documentation that underpins children's welfare is not available for inspection, including Disclosure and Barring Services checks for temporary staff. This compromises children's safety. However, staff have now gained a better knowledge and understanding of the procedures to follow if they have a concern about a child in their care. Performance management does not have a good enough impact on raising the quality of teaching. Although staff benefit from regular meetings, they have not received any training or support to help improve teaching methods. Staff have built suitable partnerships with parents. Parents are very complimentary about the pre-school. They say staff are very friendly and caring and information is shared about the progress their children are making.

Quality of teaching, learning and assessment is inadequate

Staff do not demonstrate a good enough understanding of the different ways children learn. They fail to recognise how to help children become effective learners. Assessments are not used effectively to plan activities to promote children's learning. During planned activities, staff are overly directive. They do not allow children to do things for themselves. For example, children are given a picture of a boat and asked to stick shapes to fill the picture. Staff tell children exactly where to stick their shapes, there is no opportunity for children to develop their independence or to follow their own ideas. The manager and deputy are monitoring children's progress and have made referrals and liaised with parents and other professionals where necessary. However, staff have not used the information gained to help children to catch up quickly and gaps in their learning remain.

Personal development, behaviour and welfare are inadequate

The manager does not give the highest regard to children's well-being. There is no evidence to show that a member of staff, who holds a paediatric first-aid certificate, is onsite at all times and available to deal with medical emergencies. Children at times are not engaged in activities because staff do not know how to differentiate activities to support their learning. Staff do not always recognise how to channel children's interests and provide stimulating activities, to help them become focused and absorbed in their play. Children's behaviour is suitable and they play well together. Children benefit from a key person who gains information from parents when they first start. Children's personal care needs are supported. Staff value what children say and praise them for their efforts. Children have opportunities for physical play and benefit from outdoor experiences.

Outcomes for children are inadequate

Children are not making the required progress in their learning and development because of weaknesses in staff's teaching. Children are not consistently gaining the skills needed to prepare them for their move on to school. Children's independence is not always promoted well enough because staff do not have high enough expectations of what children can

achieve. Children have some opportunities to make marks and to learn to write their name. At times throughout the session, staff encourage early counting. Children enjoy sorting shapes and spend time completing puzzles.

Setting details

Unique reference number	250051
Local authority	Solihull
Inspection number	1083631
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	26
Name of registered person	Anne-Marie Sidwell
Registered person unique reference number	RP513114
Date of previous inspection	12 January 2017
Telephone number	01564 820946

Green Meadows Pre-school registered in 1994. The pre-school employs seven members of childcare staff. Of these, six 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 1pm with additional services until 3pm to provide wrap-around care between the pre-school and the school nursery. The pre-school provides funded early education for two-, three- and four-year-old children.

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