

# Bare Necessities Preschool Playgroup

Bare Methodist Church Hall, St Margarets Road, Bare, Morecambe, Lancashire, LA4 6EF



## Inspection date

7 July 2017

Previous inspection date

28 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of some committee members. This means that Ofsted have not been provided with the necessary details of each individual so that the required suitability checks can be completed.
- Staff do not use information from the analysis of the progress of specific groups of children precisely enough to support them in making the highest rates of progress.
- Although staff keep parents informed of their children's learning and progress, they do not provide enough information to help them extend their children's learning at home.

### It has the following strengths

- The well-qualified staff have high expectations for what children can achieve. They tune in to what children enjoy and use this information to engage children in learning experiences that are fun and challenging. Children make consistently good progress.
- Managers and leaders are committed to continued improvement. Inclusive development plans, focused training and regular supervision meetings are centred on helping to raise the quality of care and learning that children receive.
- Staff are good role models for behaviour. They encourage children to take on responsible tasks, such as carrying equipment bags to the outdoor area.
- Key persons form warm and caring relationships with children so that they feel happy and assured. Transitions into the setting and beyond are seamless and well supported.

## What the setting needs to do to improve further

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

#### Due Date

- ensure that Ofsted are provided with the necessary information to enable them to carry out the required suitability checks for all committee members who make up the organisation. 21/07/2017

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

- use more rigorous and precise methods to analyse information about the achievements and progress that groups of children are making, particularly for those children who have special educational needs and/or disabilities, to help them make more rapid progress
- strengthen partnerships with parents and provide more information to help parents extend their children's learning at home.

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both indoors and outside.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager during a planned activity outdoors.
- The inspector looked at evidence of the suitability of staff, policies and procedures, children's learning files, a record of staff qualifications and training, and the provider's self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All staff have a firm understanding of the procedures to follow to protect a child's welfare. Recruitment procedures ensure that staff working directly with children are skilled and suitable. However, leaders have failed to notify Ofsted of some committee members. This means that the necessary suitability checks have not been carried out on all adults associated with the provision. That said, these committee members do not work directly with the children and are not involved in the recruitment of staff, so the risk to children is minimal. Leaders have also ensured that the required Disclosure and Barring Service checks have been carried out. Risk assessments are comprehensive and contribute towards minimising any potential risks. Staff work together very well with other professionals and implement targeted learning plans that lead to improved outcomes for children.

### Quality of teaching, learning and assessment is good

Overall, staff plan activities that support what children need to learn next. They engage all children in exciting games. Children delight in the experience of working together, for example, when attempting to toss a toy turtle onto targets on a parachute. Staff's good interactions help to enhance children's physical abilities, knowledge of numbers and counting, and positional language. Older children listen carefully to staff who teach them about two-digit numbers. Children store this new found knowledge and quickly recognise these numerals within their natural environment. Children who have special educational needs and/or disabilities move in a variety of ways. They show interest in how other objects move, such as the wheels of different vehicles that staff provide.

### Personal development, behaviour and welfare require improvement

The welfare of children is not wholly assured because members of the committee have not been thoroughly vetted. However, children's emotional well-being is fostered well by responsive and caring staff. Children are confident to seek support from their key person at times when they need this most. Staff encourage children to adopt healthy lifestyles. For example, children enjoy their walk to the nearby garden to play and exercise during games. They show a desire to do things for themselves, such as washing hands and self-registration, to prepare for their move to school. Staff help children to adopt a sense of community spirit. For example, children enjoy trips to the local farm and dog-grooming parlour, linking in with favourite stories.

### Outcomes for children are good

All children make good progress and develop the skills they need for their next stages in learning, including school. Young children enjoy listening to stories. They persevere when developing new skills, such as throwing a beanbag into a hoop. Older children show confidence when distinguishing between the marks they make. They detail features and share numerals of personal significance, such as house numbers. Children who have special educational needs and/or disabilities confidently explore their natural world. They make their own choices, sometimes using visual aids and sometimes more independently.

## Setting details

<b>Unique reference number</b>	309226
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1090694
<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>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Bare Methodist Playgroup Committee
<b>Registered person unique reference number</b>	RP911548
<b>Date of previous inspection</b>	28 January 2015
<b>Telephone number</b>	01524 415975

Bare Necessities Pre-School Playgroup registered in 1978. It operates from the first floor rooms in Bare Methodist Church Hall. The pre-school employs five members of childcare staff. Of these, four hold appropriate qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are on Monday, Wednesday, Thursday and Friday from 9.15am until 1pm, and on Tuesday from midday until 3.45pm. The pre-school receives funding for the provision of free 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.

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