

Aldergate Pre-School

Central Methodist Church, Aldergate, Tamworth, Staffordshire, B79 7DJ



Inspection date

19 September 2017

Previous inspection date

25 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The manager and staff have worked hard since their last inspection to improve the quality of children's assessments. Staff identify children's next steps in learning based on accurate assessments. They use this information to plan age-appropriate activities to fully challenge all children.
- The manager and staff closely monitor children's progress. They swiftly address any gaps in children's learning.
- Parents are very complimentary about the quality of care and learning their children receive at the pre-school. Staff gather information from parents to support their baseline assessment and help to identify children's starting points. Parents receive regular information on their children's progress.
- Children are well behaved, happy and settle quickly in this calm, relaxed and friendly setting. They are confident and enjoy exploring a wide range of purposeful activities.
- Staff demonstrate a good understanding of how children learn. They join in with children as they play and show a genuine interest and passion for their work.

It is not yet outstanding because:

- The system for the monitoring of staff performance does not focus precisely enough on identifying ways to enhance the already good quality of teaching.
- Self-evaluation does not yet show precise targets for further development or assess the impact that current priorities have on children's outcomes.

What the setting needs to do to improve further

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

- build on the systems for monitoring staff performance to continue raising the quality of teaching to an even higher standard
- enhance self-evaluation procedures further to identify more precise areas for development and assess the impact that improvements have on children's learning.

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 completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager. She looked at relevant documents and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to parents to gather their views during the inspection and took account of written feedback provided.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff recognise the signs and symptoms of abuse and neglect. They know what to do if they have concerns about a child's welfare. Recruitment and vetting procedures are thorough. Staff conduct regular risk assessments to ensure that all areas accessed by children are safe and suitable for use. Good partnership working with other professionals and settings help to support children's individual needs. There is effective sharing of information when children move on to school.

Quality of teaching, learning and assessment is good

Children have a wide range of opportunities to think for themselves, follow their own ideas and choose how to do things. For example, children create their own models selecting the materials and equipment they wish to use. Children have fun developing their mark-making skills using different writing tools and surfaces. Staff model and talk about their drawings. Children use torches to explore a dark den, pretending to be in space. Staff teach children about being kind and caring as they decorate cakes ready to be sold for a charity event in the wider community.

Personal development, behaviour and welfare are good

Staff gather information from parents about children's interests and care needs before they start. As a result, they know children well and quickly form close and caring relationships with them. Staff are attentive to the needs of younger children who require time to rest. Children learn the importance of keeping healthy. Staff have imaginatively used every part of the small outdoor area to create a wide range of activities. Children freely access this area and are physically active on the trampoline and slide. They grow fruit and vegetables to use in their snack. Children explore and investigate in the mud kitchen or use equipment for water play. Effective deployment of staff in the pre-school helps to reinforce good behaviour as they encourage turn taking and sharing. Children receive positive praise by staff for their achievements.

Outcomes for children are good

Children of all ages and abilities, including those who receive funded early education, make good progress in relation to their starting points. They demonstrate high levels of engagement as they play at self-chosen activities for long periods of time. Children take turns to speak and listen carefully during group time. Older children recognise shapes and are beginning to identify some of their properties. They learn to recognise their name and make marks with increasing pencil control. Children of all ages join in with songs and rhymes. They are developing their independence as they self-select their snack and pour their own drinks. Children are successfully acquiring key skills ready for their next stage of learning or school.

Setting details

Unique reference number	218082
Local authority	Staffordshire
Inspection number	1079707
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	26
Number of children on roll	24
Name of registered person	Ann Oughton
Registered person unique reference number	RP512095
Date of previous inspection	25 November 2016
Telephone number	07979 898253

Aldergate Pre-School registered in 2001. 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. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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