

Belton Pre-School Playgroup

Village Hall, School Lane, Belton, LOUGHBOROUGH, Leicestershire, LE12 9TU



Inspection date	26 September 2017
Previous inspection date	2 October 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:

- The procedures for informing Ofsted of changes and for vetting members of the management committee are not robust. Consequently, not all members have had the required checks completed to ensure they are suitable for their role.
- Assessments of children's learning are not precise enough. This means that gaps in children's learning are not always clearly identified or purposefully planned for.
- Staff do not gather enough information from parents about what their child already knows and can do when they first start at the pre-school.
- Staff do not give children enough encouragement to join in activities with other children or plan support for children who have not yet made friends.
- Systems for staff supervision do not evaluate the effectiveness of teaching and the impact this has on children's learning.

It has the following strengths

- The nurturing staff have developed warm, caring relationships with the children who enjoy their time at the pre-school.
- Staff provide appropriate praise and encouragement so children feel good about themselves. Children explore their environment freely and demonstrate good levels of confidence.
- Staff make good use of the outdoor space for learning, and children particularly enjoy their physical play and exploration.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ provide Ofsted with the necessary information to enable them to carry out suitability checks on all members of the management committee 	06/10/2017
<ul style="list-style-type: none"> ■ improve how staff assess children's learning to accurately identify where children are in their development, and to plan precisely for the next steps in their individual learning 	06/10/2017
<ul style="list-style-type: none"> ■ ensure partnerships with parents are robust and there is clear information about their child's prior learning when they first start at the pre-school. 	06/10/2017

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

- give children opportunities to help them join in activities and increase their social skills
- ensure that arrangements for staff supervision are effective in identifying and addressing any weaknesses in assessment and teaching.

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 pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with a small number of parents during the inspection and took account of their views.

Inspector
Tina Garner

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider has failed to notify Ofsted of new committee members associated with the pre-school. Consequently, Ofsted has not carried out required checks to ensure that the registered body is made up of individuals who are suitable to be involved in childcare. However, the impact on children's safety is minimised as these committee members do not have direct contact with the children. The manager carries out an annual appraisal of staff and sets objectives at these meetings for staff to complete training. However, the ongoing monitoring and development of staff performance is not strong enough. Consequently, there are inconsistencies in the quality of teaching and learning. The arrangements for safeguarding are effective. Staff have a good understanding of child protection issues and know the procedure to follow if they have concerns about a child in their care. The manager evaluates the pre-school's provision and uses parents' feedback to make improvements.

Quality of teaching, learning and assessment requires improvement

Staff do not gather sufficient information from parents regarding children's starting points or assess children's ongoing progress well enough. Consequently, planned activities are not well matched to children's abilities or precisely focused, so that any gaps in learning close rapidly. Nevertheless, children enjoy their time at pre-school. Staff enthusiastically join in children's activities and stimulate their general learning. Children are well supported as they enjoy weighing and measuring play dough to make pretend cakes. Outdoors, children experiment with water, sand and enjoy accessing 'Nigel's Cabin' for construction and role-play activities. Children learn to listen in a group and follow instructions well. They excitedly join in singing and dancing. Children use their imaginations well, for example, as they act out real life and imaginary situations.

Personal development, behaviour and welfare require improvement

Children are not always successfully inspired or encouraged to make friends and socialise with others. Nonetheless, children are happy and settled. Staff know their care needs and adhere to these well. Children arrive full of enthusiasm and are ready to learn. Staff provide an exceptionally inviting learning environment and a range of well-organised activities. They teach children how to keep healthy and follow good hygiene routines. Children have good opportunities to develop their physical skills during activities outdoors.

Outcomes for children require improvement

Weaknesses in assessment and planning mean that children are not making consistently good progress from their starting points. However, children are developing their independence. They are encouraged to put on their own coats and shoes and pour their own drink at snack time. Children develop writing and reading skills. They confidently join in activities that involve making marks and enjoy listening to stories. Children concentrate on things that interest them and have confidence to explore the pre-school environment. They are acquiring some skills in readiness for their eventual move on to school.

Setting details

Unique reference number	226194
Local authority	Leicestershire
Inspection number	1063775
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	32
Name of registered person	Belton Pre-School Playgroup Committee
Registered person unique reference number	RP522148
Date of previous inspection	2 October 2013
Telephone number	07761836983

Belton Pre-school Playgroup registered in 1970. The pre-school employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, including one with qualified teacher status. The pre-school opens from Monday to Friday during school term time. Sessions are from 9.15am until 3.15pm on a Monday and Wednesday, from 9.15am until 12.15pm on a Tuesday and Thursday and from 9am until 3pm on a Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

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