

Worthington Pre-School

Worthington Primary School, Main Street, Worthington, Ashby de la Zouch,
Leicestershire, LE65 1RQ



Inspection date

Previous inspection date

5 October 2017

18 February 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:

- Assessments of children's learning are not precise enough to ensure that all gaps in learning are identified and quickly addressed. This means that not all children are provided with enough challenge to make good progress in their learning.
- Systems for staff supervision do not evaluate the effectiveness of teaching and the impact this has on children's learning.
- Staff do not consistently engage with parents to share reciprocal ongoing information about their children's learning, and plan more precisely to move children further forward in their learning.
- Children are not always able to follow their interests and express their own creative ideas, particularly during planned activities.
- 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.

It has the following strengths

- Children gain a sense of independence through the accessible environment, and tasks that encourage them to do things for themselves.
- Managers and staff understand the importance of promoting the safety and welfare of the children in their care.
- Staff are deployed well. They provide good supervision and appropriately support children in their play and learning.

What the setting needs to do to improve further

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

	Due Date
■ improve how well staff assess children's learning to ensure that any gaps are identified and targeted promptly	20/10/2017
■ ensure that arrangements for staff supervision are effective in identifying and addressing any weaknesses in assessment and teaching	20/10/2017
■ work more closely with parents to encourage them to contribute more information about their children's learning at home, and use this shared knowledge to plan more precisely to move children further forward in their learning.	20/10/2017

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

- provide plenty of opportunities for children to follow their interests and express their own creative ideas
- give children opportunities to help them join in activities and increase their social skills.

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 implements appropriate procedures to ensure the staff employed are suitable. Staff attend regular meetings and gain advice from others to improve their practice. 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 attend regular child protection training and demonstrate a strong understanding of the procedures to follow if they have concerns about children's welfare. Children are cared for in a secure environment.

Quality of teaching, learning and assessment requires improvement

Staff are suitably qualified and the manager organises some additional training. However, staff do not assess children's progress well enough. Consequently, planned activities are not always well matched to children's abilities or precisely focused, so that any gaps in learning close rapidly. Partnerships with parents are not yet strong enough to ensure the consistent sharing of information. Nevertheless, staff plan a range of activities that are generally, enjoyable. Children are supported to develop mathematical skills. They are asked to count as part of daily routines and activities. Staff provide appropriate opportunities for children to develop writing and reading skills. Children enjoy looking at books. They draw pictures and use small tools to manipulate dough. Staff enthusiastically join in children's activities and stimulate their general learning. However, planned creative activities do not always offer children enough opportunities to develop their own interests.

Personal development, behaviour and welfare require improvement

Weak assessments of some children's learning, results in insufficient account being taken of these children's individual learning needs. Consequently, some children struggle to develop social skills and make friends. Nevertheless, children appear settled and form close relationships with their key person. All staff are warm and responsive to children, and those who are less confident respond well to the reassurance that staff offer. This helps to promote children's confidence and self-esteem. Staff manage minor behaviour issues very well. They help children to consider the needs of others and effectively encourage them to share and take turns. The daily routine provides good opportunities for children to play outdoors.

Outcomes for children require improvement

Not all children make enough progress in their learning and development. They are not equipped with good enough key skills for their future learning and their eventual move on to school. However, children learn to follow suitable hygiene practices and develop self-care skills. They try hard to put on their own coats and use the bathroom independently. Children concentrate on things that interest them, overall, and have confidence to explore the pre-school environment.

Setting details

Unique reference number	EY222181
Local authority	Leicestershire
Inspection number	1064297
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	20
Number of children on roll	23
Name of registered person	Worthington Pre-School Group Committee
Registered person unique reference number	RP909612
Date of previous inspection	18 February 2013
Telephone number	07494409274

Worthington Pre-School registered in 2002. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at levels 2 and 3. The pre-school opens Monday to Thursday during school term time, from 8.30am until 11.30am on a Monday and 8.30am until 3.15pm on a Tuesday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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