

Qwackers Pre-School

The School Premises, Hanby Lane, Alford, Lincs, LN13 9BN



Inspection date

Previous inspection date

8 November 2017

18 September 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has not ensured that committee members have submitted the required information to Ofsted. As a result, Ofsted has not been able to assess their suitability for their roles.
- On occasions, children are not given enough time to put their thoughts into words when they are asked questions.
- The manager does not yet include the views of staff, parents and children in the self-evaluation process.
- Staff do not share enough information about children's achievements with parents so that they can support their child's learning at home.

It has the following strengths

- Staff are very effective in supporting children's understanding of how to behave. They are positive role models. Staff set clear boundaries so that children know what is expected of them.
- Overall, teaching is good. Staff assess children's stage of development accurately and effectively use this information to provide timely support. Staff consistently help children to achieve the next steps in their learning. They know the children really well.
- Additional funding is spent effectively to meet children's individual needs, helping them continue to make good progress in their learning.
- Parents spoken to at the inspection speak highly of the friendly staff at the pre-school.

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 that information is submitted to Ofsted in a timely way to enable the suitability of all committee members to be checked. 08/12/2017

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

- allow children time to put their thoughts into words when responding to questions
- strengthen the self-evaluation process, taking account of the views of staff, parents and children, so that they can help identify areas for improvement
- give parents the support they need to promote children's learning effectively at home.

Inspection activities

- The inspector observed the quality of teaching 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. He 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 and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has not notified Ofsted of changes to the committee. She has failed to submit the required documentation for suitability checks. Consequently, Ofsted has not been able to establish if all persons responsible for the management of the pre-school are safe and suitable for their roles. However, there are appropriate checks in place to establish the suitability of staff working directly with the children. Staff have a good knowledge of the signs of abuse. They know what action they must take if children are at risk of harm. The recently appointed manager is striving to bring about improvements. She works directly with children as part of her duties. This helps her to monitor the provision of care and education as she works alongside colleagues. Although the manager has started to evaluate the provision she does not include the views of staff, parents and children in the self-evaluation process.

Quality of teaching, learning and assessment is good

Staff plan a good range of activities that helps children to move forward in their learning. However, they do not fully support parents with the continuity of learning at home. They undertake regular and accurate observations and assessments of children's learning and stage of development. The level of focus is increased further, where children are showing signs of delay in their progress. Children confidently choose which activities they want to do during child-initiated play. For example, children enjoy playing in the sand as they help each other to fill containers and make sandcastles. They develop their mathematical skills as they learn to count, recognise shapes and group objects together. Although the development of language is good, staff occasionally do not give children enough time to put their thoughts into words when answering questions.

Personal development, behaviour and welfare are inadequate

Children's welfare is not assured, as not all of the safeguarding and welfare requirements are met. Nevertheless, other aspects of children's welfare are effectively promoted. For example, children practise good hygiene routines and wash their hands before meals and after using the toilet. Children learn about healthy lifestyles. They take part in daily exercise and enjoy healthy snacks. Children make regular visits to their local community, promoting their sense of exploration and understanding of the wider world. Staff help children to become familiar with daily routines by singing songs. For example, they sing a song about tidying up so that children know how to keep their environment safe.

Outcomes for children are good

All children are progressing well in their learning and development, including those who receive funded education. Older children are acquiring the key skills for their future learning and readiness for school. They concentrate and listen, and are developing good literacy and mathematical skills. Children gain good control and coordination of their bodies from the many opportunities provided for indoor and outdoor exploration.

Setting details

Unique reference number	253514
Local authority	Lincolnshire
Inspection number	1103321
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	36
Number of children on roll	46
Name of registered person	Qwackers Pre-school Committee
Registered person unique reference number	RP517314
Date of previous inspection	18 September 2014
Telephone number	01507 463969

Qwackers Pre-School registered in 1992. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday term time only. Sessions are from 8.15am until 3.30pm. The pre-school provides funded 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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