

Tenacres Littlefolks

Maple Trees Childrens Centre, Quibury Close, Redditch, Worcestershire, B98 0PB



Inspection date

15 December 2017

Previous inspection date

4 December 2014

| 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:

- Key persons do not complete the progress check for all children aged between two and three years and share a summary with parents.
- The committee has not put in place effective arrangements for the supervision of the manager to coach and support her. The supervision systems in place for the rest of the staff are not rigorous enough to promote continuous improvement. The manager has only recently started to supervise staff after a two-year lapse. She also does not address all weaknesses in staff teaching in a timely manner.
- The quality of teaching is variable. Some key persons do not adapt their teaching to help their key children quickly reach their next steps in learning during group activities.
- Self-evaluation is not robust enough to tackle weaknesses in a timely manner. Also, the views of parents are not gathered to help drive improvements.

It has the following strengths

- Staff promote children's healthy lifestyles suitably, such as providing healthy food for snack. Children's behaviour is good. They learn how to take turns and be kind to others.
- Staff work well with the host school to help make children's move on to school as smooth as possible.
- Staff use additional funding the pre-school receives for some children effectively, such as providing one to one support for them.

What the setting needs to do to improve further

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

| | Due Date |
|--|------------|
| ■ complete the progress check for all children aged between two and three years and provide parents with a short written summary of their children's development | 25/01/2018 |
| ■ ensure all records are accessible and available for inspection | 25/01/2018 |
| ■ implement effective supervision arrangements for all staff to promote continuous improvement and ensure children receive a high-quality learning experience | 25/01/2018 |
| ■ ensure key persons adapt their teaching to meet the individual learning needs of all children and promote their development to a good level. | 25/01/2018 |

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

- develop self-evaluation to swiftly tackle weaknesses in practice, and include the views of parents to prioritise improvements.

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

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management requires improvement

The recent gap in staff supervision and the managers insufficient monitoring of all weaknesses in teaching means supervision for staff is not fully effective. The committee meet with the manager during committee meetings. However, they do not effectively coach and support her in her role. The manager and staff have not fully evaluated the playgroup to identify and tackle weaknesses, also they have not gathered the views of parents. They have identified some areas for improvement, such as developing the environment further. Safeguarding is effective. Staff are knowledgeable about the child protection procedures. The provider vets all staff and committee members to help ensure they are suitable to fulfil their roles.

Quality of teaching, learning and assessment requires improvement

Not all children receive a high-quality learning experience tailored to their individual needs. Key persons identify and know their children's next steps well. However, during group times some key persons do not help children to achieve these quickly to promote their good development. There are also weaknesses in the assessment of children aged between two and three years learning, to assess their development in a timely manner and this is not shared with parents. Despite this, staff work well with parents to identify children's capabilities from home on entry to the pre-school. The activities staff do provide are varied and children enjoy them. For example, children take great pride in performing their Christmas play for their family members. They dress up and take on different roles. Children sing confidently, play instruments to music and follow instructions from staff.

Personal development, behaviour and welfare require improvement

Staff do not promote children's development to a consistently good level because of weaknesses in their teaching and assessment. Nevertheless, since the last inspection they have developed the garden well to provide opportunities for children to grow and care for plants, to help promote their understanding of the world. Children learn how to overcome difficulties in their learning. For example, when they make a Christmas decoration and parts of it keep falling off they use staff's advice to help fix it. Staff complete thorough risk assessments to help identify hazards and keep children safe. For example, they closely supervise children when they use climbing equipment outside.

Outcomes for children require improvement

Weaknesses in teaching, learning and assessment mean not all children make enough progress. Although, those children who speak English as an additional language have a good grasp of English and use their home language in their play. Children develop a range of independence skills in readiness for their eventual move on to school.

Setting details

| | |
|--|---|
| Unique reference number | 205353 |
| Local authority | Worcestershire |
| Inspection number | 1103096 |
| 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 | 35 |
| Number of children on roll | 37 |
| Name of registered person | Tenacres Little Folks Playgroup Committee |
| Registered person unique reference number | RP904696 |
| Date of previous inspection | 4 December 2014 |
| Telephone number | 01527 517642 |

Tenacres Littlefolks registered in 1992. It operates from the site of Tenacres First School and is managed by a committee. The pre-school employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The manager holds qualified teacher status. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.55am until 3.10pm. It provides funded early education for two-, three- and four-year-old children.

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