

Baddeley Green Pre-School



Milton Parish Centre, Baddeley Green Lane, Stoke-on-Trent, Staffordshire, ST2 7EY

Inspection date 13 February 2018
Previous inspection date 23 January 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 supervision and coaching of the manager and staff is not effective enough to ensure all aspects of staff practice is strong. Staff do not consistently support children to make good progress.
- Assessments of children's achievements are not always accurate and staff do not consistently use children's next steps in learning to plan activities that help children to achieve as much as they are able.
- On occasions, staff do not plan adult-led activities effectively or support children to maintain their focus on their chosen activity for them to achieve their own goals.

It has the following strengths

- Staff promote children's early literacy skills well, which helps to prepare children for school when the time comes. They help children to become aware and interested in the sounds that letters make. Staff encourage and support parents to read stories and share books with their children at home. Partnerships with parents are good.
- Children enjoy daily circle time where they learn to listen and talk in small groups. Staff use fun ways to introduce and explain new vocabulary to children. They ask children questions and give them time to think and respond with their answers.

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 staff supervision so that staff receive the coaching and support they need to improve their personal effectiveness to provide consistently good-quality learning experiences for children	13/03/2018
■ ensure assessments are accurate and use children's next steps in learning to plan stimulating experiences that consistently support children to make good progress.	13/03/2018

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

- plan adult-led activities more effectively and ensure children are consistently supported to maintain their focus on their chosen activity so that they can achieve their own goals.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the deputy manager and nominated person of the committee.
- The inspector spoke to the deputy manager, staff and children at appropriate times. She looked at relevant documentation and checked the suitability of persons working on the premises.
- The inspector spoke to parents and took into account their views.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management requires improvement

The committee's arrangements to monitor, supervise and coach managers and staff are not effective enough. As a result, they do not fully identify or address weaknesses in practice. The monitoring of children's progress is not fully reliable because assessments are not consistently accurate. Therefore, managers cannot be sure that children are making consistently good progress. The arrangements for safeguarding are effective. Staff take all the necessary steps to minimise hazards so that children are safe as they play. Recruitment processes and ongoing checks help to ensure that staff are suitable to work with children. Managers and staff undertake safeguarding training and have a secure understanding of the action they must take to protect children.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently plan adult-led activities well enough to help children make good progress. Staff do not consistently base activities on children's next steps in learning or match them well to children abilities. Consequently, on occasions, children are not able to achieve what is being asked of them and sometimes children are not challenged enough to extend their skills. Some children lose interest in the activity. At other times, staff effectively support children's learning. For example, staff create a stimulating learning environment based on children's interest and experiences, such as a shopping role-play area. During free-play sessions, staff encourage children to take the lead in their play. Staff successfully join and support children in their play to extend their learning. Staff make suggestions and demonstrate how to do things, such as make a shopping list. Staff engage children in conversations and help children to express their ideas.

Personal development, behaviour and welfare require improvement

Staff are kind and caring towards children and in most instances, they seek and sensitively respond to children's views and wishes. However, midway through the session staff end free-play for children to begin an adult-led activity. They do not offer children the choice to continue what they are doing. This results in some children becoming frustrated because they cannot continue in their chosen play. Children enjoy spending time outdoors and they develop good physical skills. Children enjoy being active and exploring the outdoors. Children learn to climb and balance, and negotiate space as they use wheeled toys. Children develop good self-care skills. They put on their coats to go outdoors and they serve themselves food and drink at snack time.

Outcomes for children require improvement

Children do not make the progress they are capable of because staff do not consistently support them to achieve their next steps in learning. At times, children lose their motivation to play and learn. Children are eager to demonstrate what they know. At circle time, they sit and listen well and confidently select their name label and place it into the correct letter pouch. Children know and follow simple behaviour rules, such as using walking feet indoors. Children use vocabulary well to describe number, size and shape.

Setting details

Unique reference number	224702
Local authority	Stoke on Trent
Inspection number	1088314
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	36
Number of children on roll	19
Name of registered person	Baddeley Green Pre-School and Toddler Group Committee
Registered person unique reference number	RP518858
Date of previous inspection	23 January 2013
Telephone number	07523350071

Baddeley Green Pre-School registered in 1979. The setting is open Monday to Friday from 9.30am to 12.30pm, during school term times only. The setting employs six members of staff who work directly with the children. The manager and deputy manager hold a level 6 qualification in early years, two members of staff hold level 3, and one level 2.

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