

# Bassingham Pre-School and Treetops

Lincoln Road, Bassingham, Lincoln, LN5 9HQ



## Inspection date

27 February 2018

## Previous inspection date

19 November 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:

- Some staff do not use observations and assessments to plan individual activities that sufficiently challenge children to reach the next stage in their learning.
- Staff do not always gather enough information from parents about what their children already know and can do when they first start.
- Staff do not consistently share ideas with parents about how they can support their children's learning at home.
- The manager does not yet analyse and compare the progress made by different groups of children to confirm that no group is being disadvantaged or falling behind in their learning.

### It has the following strengths

- The new manager and committee members have a very realistic awareness of the strengths and weaknesses of the setting. They accurately identify several gaps in the provision and are working systematically to improve outcomes for children.
- The pre-school offers very good support for children who have special educational needs and/or disabilities. The dedicated coordinator works effectively with parents, carers and professionals to identify and support individual children's needs.
- Children benefit from the close liaison with the neighbouring school. They become familiar with school routines and school staff during visits. They are being appropriately prepared for their move on to 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

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|---|------------|
| ■ ensure ongoing assessments are consistently used to inform the planning of challenging activities that focus on children's individual learning needs and help them to make good progress in their learning. | 28/03/2018 |
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**To further improve the quality of the early years provision the provider should:**

- develop ways to encourage parents to share more information about what their children already know and can do when they start
- provide parents with more ideas and guidance about how they can support their children's learning at home
- compare the progress made by different groups of children to establish clearly that no group is progressing less well than another.

## 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 to staff and children 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 about 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 requires improvement**

A new manager has recently been recruited and welcomes the very good support of the committee and the local authority. She demonstrates high levels of enthusiasm and commitment to making the improvements needed. Arrangements for safeguarding are effective. Policies have been updated and staff have completed the necessary statutory training to maintain a safe environment. Risk assessments are now completed regularly. Staff are confident in their knowledge of how to protect children from harm. There are effective procedures to check on staff's suitability to work with children. The manager has met with each member of staff to find out their training needs. She is aware that staff lack confidence in some aspects of their practice. However, staff do not guide parents in the different ways they can support their children's learning at home.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not make the best use of their observations and assessments. Planning for pre-school children is not linked closely enough to staff's observations of the achievements of some individual children to identify their next steps in learning. Therefore, the activities they plan do not always closely match the individual learning needs of each child. However, staff are very enthusiastic and adopt a positive approach to their teaching. They encourage conversations and ask children questions associated with their play. Children develop their literacy skills; they have good opportunities to write and talk about the marks they make. Older children proudly write their own names. They develop their speaking and listening skills, becoming involved in discussions and listening to stories.

### **Personal development, behaviour and welfare require improvement**

There are effective settling-in arrangements with parents to help children feel secure in the pre-school. However, staff do not encourage parents to provide sufficient information about what their children know and can do when they first start. Children are relaxed, confident and polite. They happily speak to visitors and are inquisitive. They have nutritious snacks and regular access to outdoor play. Staff encourage children to be independent and to understand responsibility, for example, serving themselves with snack food and tidying away activities. Children understand the expectations of staff and conform within group situations. They sit and concentrate well for singing and story sessions. Children play cooperatively with each other. They focus well during adult-led activities and enjoy selecting resources to be creative and use their imaginations.

### **Outcomes for children require improvement**

Overall, children are making steady progress in their learning and development. However, the manager and staff do not yet monitor how well different groups of children are achieving. They are not aware if gaps in learning for different groups of children are diminishing. Older children build secure friendships as they play cooperatively and work together. They are developing understanding and ability with their early mathematical skills. Children select a correct number of objects and recognise that they need 'one more' to make up the correct amount.

## Setting details

<b>Unique reference number</b>	253561
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1103323
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Bassingham Pre School Committee
<b>Registered person unique reference number</b>	RP904770
<b>Date of previous inspection</b>	19 November 2014
<b>Telephone number</b>	01522789492

Bassingham Pre-School and Treetops registered in 1992. The pre-school employs 13 members of childcare staff. Of these, two hold suitable qualifications at level 5, six at level 3 and one at level 2. The pre-school opens from Monday to Friday during term time. Pre-school sessions are from 9am to 3pm. The Treetops club opens from 8am to 9am and from 3.15pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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