

Langwith Bassett Pre-School

Langwith Bassett Primary School, Bassett Hill, Upper Langwith, Mansfield,
Nottinghamshire, NG20 9RD



Inspection date	24 April 2018
Previous inspection date	22 October 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		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The committee has failed to understand and implement the correct procedures to notify Ofsted of changes to their members. As a result, Ofsted has been unable to carry out all the required checks regarding all committee members' suitability.
- The manager's supervision of staff is not rigorous enough to quickly identify and address the weaknesses in the quality of teaching.
- The manager does not effectively monitor the quality of staff's observations and assessments or their engagement with children.

It has the following strengths

- The manager has a strong commitment to making improvements and she is a positive role model for her staff team.
- Children's behaviour is good. They are familiar with the routines and practise the pre-school values. For example, they know to share and take turns using tools to fill buckets with water and sand.
- There are warm and secure attachments between the children and adults. When children first arrive they settle quickly and select the resources they want to play with.
- Parents spoken to on the day of inspection comment how pleased they are with the pre-school. They state they are regularly kept updated about their child's care and learning by the friendly staff.

What the setting needs to do to improve further

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

	Due Date
■ ensure that information about committee members is submitted without delay to Ofsted so the required suitability checks can be carried out	22/05/2018
■ develop effective supervision procedures to promote the continual development of staff's knowledge and skills that improve the quality of teaching	22/05/2018
■ monitor and make better use of staff's observations and assessments to quickly identify children's individual levels of achievement, interests and learning styles and to focus on ways to suitably challenge them and quickly narrow any gaps in their learning	22/05/2018
■ develop the quality of teaching so that staff fully engage children in activities and make the best use of opportunities to extend their learning.	22/05/2018

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 completed a joint observation and held discussions throughout the inspection with the pre-school manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff and committee members and also of the qualifications of staff working in the pre-school.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Judith Rayner

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The committee does not have a good enough understanding of how to complete suitability checks for its members. As committee members take on decision making for the pre-school, this failing places children at risk of harm. That said, staff have completed child protection training and have a secure understanding of the procedures they must follow should they have a concern about a child in their care. Staff supervise children closely and the premises are safe and secure. The manager is developing a, generally, accurate overview of the effectiveness of the pre-school and of children's progress. She has action plans in place to address some weaknesses that she has already identified. However, this is not fully embedded in practice and staff supervision is not effective in monitoring the quality of teaching and assessments. The manager seeks the views of staff, parents and children as part of her evaluation of the pre-school.

Quality of teaching, learning and assessment requires improvement

The staff team is well qualified. However, not all staff make the best use of their observations or have a secure knowledge of children's assessments to quickly identify and address any gaps in their learning. As a result, some children are not supported or challenged well enough to help them learn as much as possible. The quality of teaching is also variable. For example, during an interactive story activity, staff miss opportunities to fully engage and enhance children's learning. Some children quickly lose interest and leave the activity. That said, staff provide activities that they know children are interested in. Staff give children time to explore independently and support children's communication and language development well. They provide children with appropriate time to share and talk about what they have drawn and staff praise children for their achievements.

Personal development, behaviour and welfare are inadequate

Children's welfare is not promoted as well as possible, as not all committee members have had their suitability checks completed. Additionally, weaknesses in teaching and assessment of some children's progress mean that not all children are always best supported to make consistent progress in their learning. Children benefit from regular fresh air and exercise and particularly enjoy outdoor play. They use their large-muscle skills well to manoeuvre trikes around obstacles and confidently balance on logs. Most children play cooperatively during role-play activities and develop their imaginations well.

Outcomes for children require improvement

Planning, assessment and teaching are not sufficiently well focused to help every child to reach their full potential from their starting points. Not all children make enough progress, including those children who speak English as an additional language. That said, children are learning some basic skills in readiness for school. Children independently manage their personal care routines well. They make marks on different surfaces using chalks and pens and count during number rhyme activities.

Setting details

Unique reference number	206806
Local authority	Derbyshire
Inspection number	1103124
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	16
Number of children on roll	26
Name of registered person	Langwith Bassett Pre-School Committee
Registered person unique reference number	RP522037
Date of previous inspection	22 October 2014
Telephone number	01623 742236

Langwith Bassett Pre-School registered in 1996. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and the manager holds an appropriate early years qualification at level 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3pm. 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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