

# Lady Bay Pre-School

All Hallows Church, Pierrepont Road, West Bridgford, NOTTINGHAM, NG2 5BP



## Inspection date

27 April 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Although staff know individual children's learning needs, they have not fully developed how they use this knowledge. They do not consistently plan activities that are suitably challenging and appropriate to each child's age and stage of development. As a result, some children do not make good progress in their learning.
- The quality of teaching is variable within the pre-school. Staff encourage children to explore resources, but in their interactions with children they do not consistently extend their play and build on their learning.
- Key persons do not always find out as much as possible from parents about what their children know and can do when they first start attending.
- The programme to improve staff's performance is still in its infancy. The provider does not focus sharply on ways to develop staff's practice so that the quality of teaching is consistently good.

### It has the following strengths

- Staff are kind and caring. Children form warm attachments to staff who care for them. Young children learn to manage their behaviour and share toys, following the example set by staff.
- Staff support children's understanding of a healthy lifestyle. For example, they discuss how eating fruit and drinking milk at snack time helps them to grow strong.
- Children's growing independence is supported well. They are able to access and choose from a suitable range of toys and resources.

## 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 all staff use what they know about each child's stage of development, interests and next steps in learning to plan high-quality learning experiences which are consistently engaging and challenging for children and help them to make good progress in their development	27/05/2018
■ improve the quality of staff's teaching and interactions with children so that they consistently guide and extend children's learning.	27/05/2018

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

- find out more from parents about what their child already knows and can do when they first start attending, and take this into account when planning initial activities to help children settle
- strengthen the arrangements for monitoring the performance of staff to support their professional development effectively and raise the quality of their teaching.

### 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 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. She looked at relevant documentation, such as 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

Lianne McElvaney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The manager holds supervision meetings with staff. However, the monitoring of staff's practice is not yet fully effective in raising the quality of teaching and outcomes for children. Safeguarding is effective. The manager knows and understands her responsibility to ensure that staff and committee members are suitable to work with children. Staff are clear about following local safeguarding procedures to help ensure that children are safe. They are aware of the signs and symptoms of harm and neglect. The manager, deputy and staff are alert to potential hazards to children's safety and make improvements to the rooms and resources where necessary. The manager evaluates the provision and consults with parents to identify some areas for development. She develops links with other key professionals who support children, including those who have special educational needs. This helps to promote continuity of care and support for children.

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

The quality of teaching is variable. Staff understand that children learn through play and they routinely observe children's development. However, they do not consistently use this information to plan activities that meet children's individual needs. Weaknesses in teaching mean that activities do not always provide appropriate levels of challenge for all children. As a result, staff sometimes fail to engage children or sustain their interest. For example, the interactions between staff and children do not consistently extend children's learning during their self-chosen activities. In spite of these weaknesses, children enjoy their time at the pre-school and access a range of activities that they enjoy. For example, all children benefit from regular access to a wide variety of messy play activities.

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

Weaknesses in the quality of teaching mean that children are not always best supported in their learning to make consistently good progress. Staff keep parents well informed about children's daily activities, promoting continuity in their learning. However, initial information gathered from parents is limited, which does not help staff to gain a full picture of children's skills, interests and needs when they start attending. Staff raise children's sense of self-esteem, for instance, by praising their good behaviour and achievements. Children learn about respecting other cultures and families who live within their local community. Children's good health is promoted well. For example, children regularly spend time outside in the fresh air, practising and developing their physical skills.

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

Some children are not fully supported to make good progress. Nonetheless, children are motivated to learn. They enjoy listening to stories read by enthusiastic staff. They confidently explore sand, paint and play dough. They are developing some of the skills required to help prepare them for school, such as independently fastening their coats and practising early mark making.

## Setting details

<b>Unique reference number</b>	EY496802
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1044868
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Lady Bay Pre-School CIO
<b>Registered person unique reference number</b>	RP903089
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01159811309

Lady Bay Pre-School registered in 2016. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm, with a lunch club until 2.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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