

# Widey Court Pre-School

Widey Court ( off Trewithy Drive), Crownhill, Plymouth, Devon, PL6 5UB



<b>Inspection date</b>	25 May 2018
Previous inspection date	15 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	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 manager has not taken sufficient action to address the recommendations from the last inspection. At times, adult-led activities do not challenge children well enough, to help them make good progress. In addition, when key staff go home for the day, remaining staff do not consistently know how to build on what children already know and can do, to improve their outcomes.
- Supervision procedures for staff are not robust enough. The manager does not monitor staff's teaching effectively, to help benefit children's learning. Staff do not consistently help children to meet their next steps in learning during free play and within planned activities.
- The manager has not used the self-evaluation process well enough. She has not identified all weaknesses in practice, to sustain the previously good provision.
- At times, the noise level indoors becomes too loud. Children are not always able to benefit from staff's teaching, to enhance their listening skills and learning experiences.

### It has the following strengths

- Staff carry out 'home visits' and provide children with photographs of the provision prior to them starting, to help aid the transition process. This helps children settle quickly, and to feel safe and secure within the pre-school environment.
- Children are confident. They have formed secure relationships with others, and staff listen attentively to their views and opinions.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ develop an effective key-person system to ensure that support and activities are tailored around every child's abilities and individual learning needs</li> </ul>	25/08/2018
<ul style="list-style-type: none"> <li>■ improve the effectiveness of staff supervision procedures, to identify and address inconsistencies in the quality of staff's teaching, to improve outcomes for children</li> </ul>	25/08/2018
<ul style="list-style-type: none"> <li>■ improve staff's knowledge and understanding of children's individual needs, to build on what they already know and can do through challenging activities and good-quality teaching, to help children make good progress in all areas of learning.</li> </ul>	25/08/2018

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

- develop effective methods of self-evaluation to promptly identify and address areas to improve, to enhance the provision for children
- reduce noise levels indoors, to help maximise children's listening skills.

### Inspection activities

- The inspector held an interview with the manager and her deputy, to discuss matters relating to leadership and management.
- The inspector spoke to parents and children during appropriate times of the day, to gain their views on the provision.
- The inspector observed a range of activities inside and outside, and carried out a joint observation with the manager.
- The inspector looked at a range of documentation, such as safeguarding policies, staff suitability checks, children's development and assessment records, and training certificates.
- The inspector spoke to the manager and her deputy to ascertain how they monitor and evaluate the quality of staff's teaching.

### Inspector

Joanne Steward

## Inspection findings

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

The quality of the provision has declined in some areas. Children do not receive consistent challenge during activities to help them make good progress. Supervision procedures are not strong enough to improve the consistency of staff's teaching. Staff do not always know, or focus on, children's learning needs, to help them develop new skills. The manager has a positive approach and is keen to improve the provision, although she has not accurately identified all weaknesses to bring about sustainable change. The manager suitably monitors children's progress, and staff attend training to help close some gaps in children's development. For example, a selection of natural resources in the garden helps to support children's creativity. Safeguarding is effective. The manager and staff have a sound understanding of child protection procedures.

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

Teaching is variable. Staff do not consistently support children's learning well enough, to help them achieve their personal goals. Children do not make the progress of which they are capable. A loud play environment occasionally limits the quality of children's experiences. For example, they find it difficult to hear what staff say, to help support their listening skills. Staff make frequent assessments of children's progress, and plan a range of activities that keeps children motivated overall. For example, older children write their name with chalk outside, and staff support younger ones to repeat letter sounds, helping to develop all children's literacy skills. However, staff's teaching is not consistently effective, and not all children receive the challenge they need based on their next steps, as not all staff know what they are. Parents and professionals are actively involved in children's learning. For instance, parents provide resources to help improve the outdoor area for children.

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

Weaknesses in leadership and the quality of teaching limit the skills that children can achieve. Staff do not help children excel in their personal development or support their imaginations as well as they could. Nonetheless, children are keen learners and inquisitively explore their environment. For example, staff arrange visits from conservation charities to help children learn more about nature. Children behave well. They have appropriate table manners and offer snacks to their peers. Children have sound opportunities to be active. For instance, they play on the 'tyre swing' outside, or engage in 'musical chairs' inside, supporting their physical well-being.

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

Children gain some skills for future learning. However, staff do not consistently know their individual needs. Some activities for older children lack challenge and do not sufficiently enhance their potential. Younger children do not receive enough additional support to help build on their existing skills. Nonetheless, they learn how to blow bubbles to help their physical skills, and older children successfully count and add 'pebbles' to find out the total, supporting sound mathematical skills.

## Setting details

<b>Unique reference number</b>	117247
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	1126697
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Widey Court Pre-School Committee
<b>Registered person unique reference number</b>	RP910532
<b>Date of previous inspection</b>	15 October 2015
<b>Telephone number</b>	01752 701187

Widey Court Pre-School registered in 1995. It is located in Crownhill, Plymouth. The pre-school operates Monday to Friday from 8.30am to 3.15pm, term time only. The pre-school provides free funded early education for two-, three- and four-year-old children. It employs nine members of staff. The manager holds a level 5 qualification, and eight members of staff hold appropriate childcare qualifications at level 3.

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