

# Uttoxeter Pre-School

United Reform Church, Carter Street, UTTOXETER, Staffordshire ST14 8HB



<b>Inspection date</b>	25 September 2018
Previous inspection date	9 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- Staff do not assess children's progress precisely enough to identify clearly what they need to learn next.
- Staff do not plan suitably challenging activities incorporating children's interests. As a result, children do not make enough progress.

### It has the following strengths

- The dedicated manager and staff regularly reflect on the quality of the setting.
- Staff work well with children who have special educational needs (SEN) and/or disabilities. They provide additional support to help close the achievement gap. Staff work effectively with other professionals to share information and support children further.
- Children's emotional well-being is promoted effectively. They settle quickly and form strong bonds with staff and their key person. Children are confident. They eagerly join in with activities and lead their own play.
- Staff engage parents to support and share information about their children's learning and development at home.

## What the setting needs to do to improve further

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

	Due date
develop the assessment of children's progress to identify clearly what children know and can do	21/10/2018
use information gathered from assessments to identify children's next steps in learning and plan challenging activities, based on children's individual needs and interests.	21/10/2018

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning indoors and outside. The inspector jointly evaluated the quality of teaching with the manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector held several discussions with the manager, including discussing the self-evaluation processes. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to parents and took account of their written comments.

### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager and staff demonstrate a secure knowledge of potential signs and symptoms of abuse. They know the procedure to follow to report any concerns relating to children's safety and welfare. Policies and procedures are well organised and are in line with current legislation. The manager is committed to developing the skills and knowledge of staff further through regular supervisions and training. However, the monitoring of children's assessments is not rigorous enough to identify any gaps in children's learning or establish the level of progress they make. Partnership working with other providers in the local area provides opportunities for the manager and staff to share training and develop their knowledge and experience. The views of parents and children are regularly gathered. There are opportunities for parents to discuss their children's learning and development verbally each day and at parents' evenings. Parents' written comments are very positive and complimentary about the staff and setting.

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

Staff complete regular observations and assessments of children's learning. However, these are not accurate enough to identify effectively what children know and need to learn next. Planning does not reflect the interests and stage of development of each child. As a result, there is insufficient challenge for older children. Despite this, children enjoy the variety of activities available to them. For example, they use their senses and tools to explore the objects frozen in ice. Staff help to extend children's vocabulary as they model descriptive language. Children have opportunities to paint and draw. Staff encourage children to give meaning to the marks they make. Children learn to solve problems as they work out how to attach a toy car to a crane and move it up and down. Younger children fill and empty containers of different sizes in the water tray to help support their mathematical development.

### Personal development, behaviour and welfare are good

Children are happy, sociable and play well together. They access a reasonable range of activities and resources independently. Information gathered from parents about their children's routines and care requirements enables the staff to support their individual needs from the very beginning. Children are polite and behave well. They learn to follow simple rules, such as tidying up. Staff support children to develop an understanding of how to lead a healthy lifestyle. For example, children have regular exercise outside and are taught to follow suitable hygiene routines before mealtimes. Staff provide advice to parents about healthy lunchboxes. Children have opportunities to explore the local area with visits to the library, shops and park. These help them to learn about the wider community.

### Outcomes for children require improvement

Children are not provided with planned activities to support their next steps in learning. As a result, not all children make the progress of which they are capable. Despite this, children learn some key skills ready for their next stage in learning. For example, they share and take turns with resources. Children listen carefully to stories and join in with

action rhymes. They learn to recognise their name and count.

## Setting details

<b>Unique reference number</b>	218268
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10060109
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Uttoxeter Pre-School Committee
<b>Registered person unique reference number</b>	RP520146
<b>Date of previous inspection</b>	9 July 2014
<b>Telephone number</b>	07989 314762

Uttoxeter Pre-School registered in 1968. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and five hold appropriate early years qualifications at level 3. The pre-school operates from 9am to 3pm, Monday to Friday, term time only. It 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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