

Radcliffe On Trent Pre-School Playgroup

Radcliffe On Trent Infant And Nursery School, Bingham Road, Radcliffe On Trent, Nottingham NG12 2FU



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| Inspection date | 10 October 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 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

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

- Staff do not use assessment effectively to clearly track children's achievements, in order to recognise what progress has been made and to identify any gaps in their learning or to accurately plan for their next steps.
- Staff do not always give less confident children enough encouragement to join in activities with other children or plan support for children who have not made friends.
- The effectiveness of teaching and the impact this has on children's learning are not monitored well enough to help improve the quality of staff's teaching.

It has the following strengths

- Children gain a sense of independence through the accessible environment and tasks that encourage them to do things for themselves.
- Children's behaviour is good. Staff use age-appropriate strategies to help children to develop an understanding of boundaries. They consistently recognise and give praise for individual children's achievements.
- Staff make good use of the outdoor space for learning and children particularly enjoy their physical play and exploration.

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 |
|--|------------|
| make effective use of assessment to accurately track children's progress, in order to recognise and close any gaps in their learning and to plan precisely for their next steps. | 26/10/2018 |

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

- strengthen opportunities for less confident children to help them join in activities and increase their social skills
- improve the monitoring of staff performance and the support for their ongoing professional development to help promote consistently good teaching and learning.

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 deputy manager.
- The inspector held a meeting with the pre-school manager and her deputy. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Tina Garner

Inspection findings

Effectiveness of leadership and management requires improvement

The management team is supportive of staff, children and their families. Staff benefit from ongoing supervision and regular professional development opportunities. For example, staff attend a variety of training courses to support children's development, such as how to promote their good behaviour. Some self-evaluation takes place. However, this is not rigorous enough to identify all areas of teaching and provision where improvement or more individual focused training is needed. Safeguarding is effective. All staff are secure in their knowledge of the safeguarding policies and know what to do should they have a concern. Children's safety is considered well throughout the pre-school. Staff supervise children effectively and assess risks thoroughly to ensure areas used by children are well maintained, safe and secure.

Quality of teaching, learning and assessment requires improvement

Staff observe children while they play and generally link their observations to the areas of learning. However, they do not use the information well enough to accurately assess or monitor the progress children are making. This means that, any emerging gaps in children's learning are not identified and addressed as quickly as possible. Activities planned by the staff are not always purposefully linked to what children need to learn next. In spite of this, children enjoy their time in the pre-school. Older children enjoy handling and chopping fresh vegetables and are starting to learn more about the world around them as they help to care for the pre-school guinea pigs. Younger children delight in exploring and investigating. They competently use small tools, and enjoy emptying and filling containers in the mud kitchen. All children gladly explore play dough and paint. Staff enthusiastically join in children's activities and stimulate their general learning.

Personal development, behaviour and welfare require improvement

Inconsistencies in the quality of teaching mean that some children are not challenged or inspired to learn as much as they can. Less confident children are not always successfully encouraged to make friends and socialise with others. Nevertheless, overall, staff meet children's personal needs appropriately and supervise them effectively to ensure their safety. They work well with parents and other professionals, to support the children who have special educational needs and/or disabilities. Staff know children's care needs and meet them well. They provide an inviting learning environment and a range of well-organised activities. Good hygiene practices are in place and staff support children effectively to manage their own self-care. Children enjoy being active outdoors.

Outcomes for children require improvement

Although, children enjoy their time at the pre-school, they do not make the best possible progress in their learning. Nevertheless, they develop some skills for their future learning and school. Children concentrate on things that interest them and have confidence to explore the pre-school environment. All children develop early writing and reading skills. They join in activities that involve making marks and listen to stories. Children learn to put their coats on and clear away their cups and plates after snack.

Setting details

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| Unique reference number | EY538725 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10077133 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 40 |
| Number of children on roll | 67 |
| Name of registered person | Radcliffe-on-Trent Pre-School Playgroup Committee |
| Registered person unique reference number | RP911459 |
| Date of previous inspection | Not applicable |
| Telephone number | 07505606447 |

Radcliffe On Trent Pre-School Playgroup registered in 2016. The pre-school employs 13 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 7.30am until 6pm. Then 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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