

Clayton Preschool Playgroup

The Bungalow, Roe Lane, NEWCASTLE, Staffordshire ST5 3PJ



Inspection date	16 October 2018
Previous inspection date	20 November 2015

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The provider has failed to follow up a request from Ofsted for further information about committee members. Consequently, Ofsted has been unable to carry out the required checks to determine the suitability of all committee members.
- The self-evaluation processes of the pre-school are not rigorous enough to identify weaknesses in the provision that need to be swiftly addressed.
- Staff do not ensure that all parents are provided with enough information about how best to support their child's continued learning at home.

It has the following strengths

- The manager ensures all staff receive regular, confidential supervision meetings. During such times, staff discuss their ongoing suitability, their key children, training needs and anything that may be concerning them. The manager observes staff teaching practice regularly. This helps to ensure that teaching has a strong impact on all children's learning.
- There are positive relationships between the staff and other providers, including the local schools. This helps to ensure there is consistency and continuity for all children's care and learning.
- Staff are warm and caring with the children. They use meaningful praise with children throughout the day. This helps children to settle in quickly, to behave well and to develop close emotional attachments.

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
provide Ofsted with the required information for all members of the committee who manage the childcare provision to enable the necessary checks to be carried out.	09/11/2018

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

- improve the self-evaluation procedures in place so that any weaknesses identified in the provision are quickly addressed
- increase the information provided to parents about how they can support their child's ongoing learning at home.

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 and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the written views of parents.

Inspector

Mary Henderson

Inspection findings

Effectiveness of leadership and management requires improvement

The manager includes the views of the committee, staff, parents and children in the self-evaluation processes. However, self-evaluation is not robust enough. For instance, the provider has not responded to a request from Ofsted for further information about the management committee. This means that Ofsted is unable to complete all the required checks to determine the suitability of all committee members. However, the impact is minimal as the committee does not have unsupervised access to children. The arrangements for safeguarding are effective. The manager and staff all keep their child protection training updated. Staff know who to inform if they have any issues with a child in their care. Furthermore, the manager makes sure that all indoor and outdoor areas are thoroughly checked before children arrive each morning. Staff keep parents updated about their child's progress over time. However, they do not provide parents with enough information about how best to promote their child's learning at home.

Quality of teaching, learning and assessment is good

Staff caring for older children provide opportunities for them to use their imagination. For instance, they spend time with children in the small outdoor wooded area. Older children use their senses as they touch and smell the flowers. They walk under the canopy of branches looking for imaginary fairies and searching for insects. Staff use a range of questioning techniques to encourage children to solve their own problems and to talk with their friends about their findings. Staff caring for younger children provide opportunities for them to snip and cut dried leaves, paper and straws as they search through the autumn interest trays. They use a running commentary as they help younger children to begin to find the words to describe their investigations. All children develop their love of books as they enjoy story times with the staff. There are a range of opportunities for children to make marks indoors and outdoors. For example, children like to paint and draw and to make marks on the ground with large chalks.

Personal development, behaviour and welfare require improvement

Weakness identified in the leadership and management of the provision do not promote children's welfare at all times. Nevertheless, staff provide opportunities for children to learn about the benefits of a healthy lifestyle. For example, they support children to take manageable risks in their play. Children use climb and balance equipment, ride their tricycles and ride-in cars and play chase games with their friends. Staff provide a range of healthy fruits and breads for snack times. Children's independence is well promoted as they cut up their own bananas and pour their own drinks during snack times.

Outcomes for children are good

All children make good progress. Younger children enjoy socialising with others as they join in with songs and rhymes. Older children develop their mathematical skills as they count during daily routines. All children enjoy pushing buttons, flicking switches and turning knobs as they investigate the information, communication and technology board. They enjoy making up their own concoctions at the mud kitchen. All children develop the skills they need in readiness for the next phase in their learning, including their move to school.

Setting details

Unique reference number	218119
Local authority	Staffordshire
Inspection number	10065987
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of registered person	Clayton Pre School Playgroup Committee
Registered person unique reference number	RP520157
Date of previous inspection	20 November 2015
Telephone number	07803301436

Clayton Preschool Playgroup registered in 2009. The pre-school employs seven members of childcare staff. Of these, one holds qualified teacher status, three hold appropriate early years qualifications at level 3 and one holds level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am 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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