

Weare Community Pre-School



Weare Academy C Of E First School, Weare, Axbridge, Somerset BS26 2JS

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|--------------------------|-----------------|
| Inspection date | 11 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 | | Good | 2 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- The quality of teaching is inconsistent. For example, on occasions, staff speak too quickly, not allowing children the appropriate time to think before answering for them. Staff do not consistently consider children's capabilities when they try to support their learning. Children do not benefit from learning opportunities to engage them fully in challenging activities.
- Systems used to monitor children's progress are not precise and accurate. Leaders and staff are unable to identify gaps in learning, to target teaching to meet children's individual learning needs. Children do not make the progress of which they are capable.
- Leaders and staff have not extended their partnerships with parents to gain a better understanding of children's development when they first attend the pre-school. The manager has not developed methods for staff to involve parents in supporting their children's learning at home.

It has the following strengths

- Children are happy and settled. They learn to be independent and confident at making their own choices about their play.
- Staff help children to learn about the diverse lives of people from backgrounds different to their own. For example, children take part in cultural cooking experiences and listen to stories about festivals and celebrations.
- Staff work well with other professionals. For instance, they work closely with the Reception class teacher to support children with their transition into school.

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 effective methods to monitor staff performance, to identify weaknesses in practice and target support to raise the quality of teaching | 31/10/2018 |
| improve assessment and planning procedures, to ensure that interactions and activities offer children appropriate levels of challenge to help them make good progress. | 31/10/2018 |

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

- extend partnerships with parents to establish a better understanding of children's starting points and involve them in supporting their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching, and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures, and risk assessments.
- The inspector held a leadership and management meeting with the leader, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader. She took into account the views of the parents spoken to on the day of the inspection.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of leadership and management requires improvement

Monitoring systems are not accurate. Leaders and staff are unable to identify gaps in children's learning to target teaching effectively. Leaders have identified weaknesses in practice and have created a plan to support improvements. However, the plan is in the early stages and has yet to have an impact on the provision. Leaders have systems to monitor staff interactions with children, although these are not effective in identifying and targeting appropriate support for staff to improve their skills. For instance, although staff carry out training to achieve qualifications, training does not target or support the weaknesses in their teaching. Leaders follow robust procedures to recruit staff and to monitor the ongoing suitability of existing staff. The management and staff fully understand the procedures that they should follow if they have concerns about a child's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Staff carry out observations and assessments of children's development. However, these fail to reflect children's capabilities. Leaders and staff have not extended their partnerships with parents, to gain an understanding of children's development when they first attend the setting. Staff are friendly and kind. They welcome children and try to engage them in learning. However, staff do not target teaching accurately to reflect children's understanding and development needs. They do not consider children's next steps to help to close gaps in their learning. Staff do provide a wide range of interesting activities for children to take part in, and children are eager to learn. For example, they learn new words that staff model during sensory play. Children explore the different words that they can use as they describe the texture of the play 'snow'.

Personal development, behaviour and welfare are good

Children play imaginatively with their peers and involve each other in their chosen games. For instance, children work together as they move the bricks with the wheelbarrows in the garden. Staff support children to learn how to keep themselves safe. For example, children learn how to hold hammers safely, as they practise hitting golf tees into autumn vegetables. Children behave well. They listen to instructions and follow routines well. Children share the resources and cooperate well with their peers. Staff use effective methods to support children to lead healthy lifestyles. For instance, children take part in yoga sessions and staff provide opportunities for children to use the playground to be active.

Outcomes for children require improvement

Children gain some skills that prepare them for the next stage of their learning. However, weaknesses in teaching, assessment and planning limit the progress children make. Children are not challenged appropriately in their learning. Weaknesses in teaching mean that some children do not understand, or have time to process, what is being said to them. Older children develop their mathematical awareness well. For example, they recognise numbers and compare quantities. Younger children develop their coordination and concentration well. For instance, they spend time focused and engaged as they use scissors to snip at small pieces of play dough.

Setting details

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| Unique reference number | EY499665 |
| Local authority | Somerset |
| Inspection number | 10076828 |
| Type of provision | Full 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 | 24 |
| Number of children on roll | 20 |
| Name of registered person | Weare Community Pre-School Committee |
| Registered person unique reference number | RP906407 |
| Date of previous inspection | Not applicable |
| Telephone number | 01934 732270 |

Weare Community Pre-School re-registered in 2016. It operates from a classroom at Weare Academy First School in Somerset. The pre-school is open each weekday from 7.45am until 6pm, during term time only. The voluntary committee employs a leader, who holds an early years qualification at level 6. She is supported by two members of staff who both have early years qualifications at level 2 and level 3.

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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