

St Georges Pre-School Playgroup

Daisy Avenue, Farnworth, Bolton, Lancashire BL4 0EJ



Inspection date	7 February 2019
Previous inspection date	3 February 2016

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		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The manager has not maintained the standards from the last inspection. Limited self-evaluation of the pre-school has failed to drive improvements in staff practice.
- The manager does not provide staff with effective supervision to help develop their practice. This results in inconsistencies in the quality of teaching and learning at the setting. Some children are not sufficiently challenged or sufficiently supported to develop their independence.
- The manager does not ensure that children get a chance to play outside everyday. In addition, fresh water is not always readily available to children every day.
- There is a lack of consistency in the guidance staff give parents to support children's learning at home.
- Since the last inspection, little improvement has been made to seek detailed information from parents about children's learning and development before they start.
- Staff do not consistently model speech correctly to children which has an impact on the children's vocabulary development.

It has the following strengths

- Staff have a sound understanding of safeguarding.
- The pre-school is a welcoming, well-resourced environment that the staff are the cornerstone of.
- Staff know the children well, and support them to become confident young learners.

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
ensure that children have opportunities for outdoor play on a daily basis	14/03/2019
ensure that children always have fresh drinking water available	14/03/2019
put in place systems to support staff to plan appropriately challenging activities for children	14/03/2019
obtain more detailed information from parents about what children can do when they start at the setting	14/03/2019
improve the curriculum by providing challenging experiences for children that cover all areas of learning and development.	14/03/2019

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

- ensure that all staff provide information to parents, on a more frequent basis, about how children are progressing in specific aspects of their learning
- improve staff consistency in giving parents ideas to support children's learning at home
- increase the focus of the quality of speech modelled by staff to children.

Inspection activities

- The inspector spoke to three parents during the inspection. He also considered the written views of two parents obtained by staff.
- The inspector completed a joint observation with the manager.
- The inspector talked to staff and children throughout the inspection.
- The inspector observed the quality of teaching during indoor activities.
- The inspector held a leadership discussion with the manager.

Inspector

Richard Sutcliffe

Inspection findings

Effectiveness of leadership and management requires improvement

The manager does not sufficiently monitor staff practice to enable her to provide the necessary support to ensure consistently good-quality teaching. There is a lack of structured observation of staff practice, and subsequent feedback to help staff improve. Staff at the pre-school are still not getting enough detailed information from parents about children's levels of development when they start at the setting. As a result, the quality of teaching at the pre-school is variable. There is not sufficient management scrutiny of staff planning, meaning that the few activities that are planned are not focused keenly enough to help children progress. Additionally, the manager does not ensure that all staff regularly share information with parents about how children are progressing in their learning and development. Safeguarding is effective. Staff are clear on what to do if they have concerns for the safety of a child, and who to report concerns to.

Quality of teaching, learning and assessment requires improvement

Activities are not targeted specifically enough to ensure that there is a clear plan of the skills children are expected to learn. This means that not all children are challenged in their learning. For example, some children that are ready to start reading are not supported by staff to do so. Staff do not have a well-embedded curriculum for children to link sounds to letters. This limits the potential progress some older children could make in their literacy. Additionally, some staff do not model speech correctly to children which impairs their speech development. Children do not have opportunity to play outside each day, for example when it is raining, which inhibits their physical development. Staff are inconsistent with the support offered to parents to continue children's learning at home. Some parents receive advice and guidance while others do not. Staff are upbeat, positive, and motivating towards the children. Staff do make accurate assessments of what children can do.

Personal development, behaviour and welfare require improvement

There are inconsistencies in staff practice that inhibit some aspects of children's emerging independence. Staff sometimes help children put their coats on and pour their drinks for them at snack time, even when children can do it themselves. Some staff do not always allow children the time to answer questions, and provide the answer too quickly. Staff have genuine care and affection for the children at the pre-school. Children are confident learners, and willing to have a go at activities even if they do not succeed the first time.

Outcomes for children require improvement

Children at the setting make expected progress. They achieve the levels of development typical for their age. However, some children are not adequately challenged, and are therefore not as well prepared for the next steps in their learning as they could be.

Setting details

Unique reference number	315973
Local authority	Bolton
Inspection number	10072837
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of registered person	Taberner, Maureen Anne
Registered person unique reference number	RP512345
Date of previous inspection	3 February 2016
Telephone number	07974 929360

St Georges Pre-School Playgroup opened in 1977 and is located in Bolton, Lancashire. The pre-school employs five members of childcare staff. Of these, four hold an appropriate early years qualification at level 3 and one holds an appropriate early years qualification at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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