

Lady Bay Pre-School

All Hallows Church, Pierrepont Road, West Bridgford, NOTTINGHAM NG2 5BP



Inspection date	4 April 2019
Previous inspection date	27 April 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Leadership is weak. The committee and manager have made limited improvement to the pre-school since the last inspection. They do not have a good enough overview of staff performance and organisation of the provision. Although staff have attended training, this has not had a significant impact on improving the quality of teaching. Children's ongoing learning and care needs are not met.
- The supervision of children and deployment of staff at times are poor. On occasions, staff leave children alone outside. This compromises children's safety.
- Children do not make the progress that they are capable of. Staff do not challenge the most able children or support the youngest children to achieve as much as they can.
- At times, staff do not support children who require additional help to manage their self-care routines well enough. This impacts significantly on children's emotional well-being.
- Staff do not make the most of the observations and assessments of children's play. They do not use this information and opportunities during the play sessions to support the next steps in children's learning.

It has the following strengths

- Children take part in some planned activities and occupy themselves using the varied toys and resources.

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 arrangements for the monitoring and supervision of staff are effective to help the manager and committee identify and address areas of practice that need improvement	09/05/2019
improve the quality of staff's teaching and interactions with children so that they consistently guide and extend children's learning and offer quality learning experiences for them	09/05/2019
ensure that staffing arrangements are effective to meet the needs of all children so that they are consistently well supervised, and their safety is maintained effectively	09/05/2019
ensure key-person arrangements are effective and help to meet the individual care needs of all children and promote their emotional well-being	09/05/2019
use information gained from assessment to plan challenging and interesting experiences that meet individual children's learning needs, so that all children make at least good progress.	09/05/2019

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 completed a joint observation and evaluation of an activity with the manager.
- The inspector held discussions with the manager, staff and children during the inspection.
- The inspector looked at relevant documentation, such as children's learning records, and reviewed evidence of the suitability of all committee members and persons working on the premises.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Judith Rayner

Inspection findings

Effectiveness of leadership and management is inadequate

The committee and manager have not satisfactorily addressed the actions raised at the last inspection. There are still significant weaknesses in the quality of teaching. As a result, children are not supported well enough to learn as much as they can. Overall, the monitoring of all aspects of practice to inform continuous improvement is not adequately rigorous. The manager completes regular supervision sessions with staff. However, professional development arrangements are still poor, and this results in ineffective teaching practice. Safeguarding is ineffective. The manager does not deploy staff well enough to ensure children's safety is always maintained. For example, staff go inside to collect resources and tissues and leave children outside by themselves. That said, staff are secure in their knowledge about the procedures they must follow should they have a concern about a child in their care. They have completed relevant training that covers the wider aspects of protecting children, for example from extreme views and behaviours. Staff complete appropriate risk assessments to ensure the premises are secure. Parents spoken to on the day of inspection spoke positively about how they share and exchange information about their child with the staff.

Quality of teaching, learning and assessment is inadequate

Although staff are well qualified, their teaching is weak. They do not set high enough expectations of children. Staff miss many spontaneous opportunities to interact and engage with all children. They do not consistently provide appropriate support for children's learning, and in particular with young children. The activities staff provide are mundane and do not capture children's interest. As a result, young children often wander around the play areas by themselves. Some planned activities and daily routines are very adult-directed. Consequently, the most able children are not challenged enough in their learning. Staff do not build on what they know about the children and what they can already do. For example, staff miss chances to help to extend children's speaking skills, which they had identified as children's next steps in learning. That said, staff gather useful information from parents before the child starts. This helps them to assess where children are in their development at the time of entry to the setting.

Personal development, behaviour and welfare are inadequate

Staff do not promote children's welfare. This is due to weaknesses in leadership and management and in teaching. Staff do not meet all children's needs or fully support their well-being. Children who require extra support are not given sufficient privacy or support to learn to manage their self-care and toilet routines appropriately. Some children hide behind doors to change their soiled clothing. That said, children benefit from regular opportunities for physical activity outside and enjoy healthy snacks of fresh fruit and vegetables. Overall, children behave well and are settled. Sometimes, children work cooperatively to help tidy away the toys after playing.

Outcomes for children are inadequate

Children, including those who are in receipt of funding and those who speak English as an additional language, do not make good enough progress from their starting points. Weaknesses in teaching have a significant negative impact on children's outcomes.

Younger children struggle to take part during group activities. For example, staff read stories that are not appropriate for the age or level of understanding of some children present. Older children are not always challenged in their play and learning, and they do not always gain the skills needed to be fully prepared for transition to school. That said, the older and most able children join in with stories as they recall popular phrases. At times, they show appropriate levels of listening and attention skills.

Setting details

Unique reference number	EY496802
Local authority	Nottinghamshire County Council
Inspection number	10084907
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	20
Name of registered person	Lady Bay Pre-School CIO
Registered person unique reference number	RP903089
Date of previous inspection	27 April 2018
Telephone number	01159811309

Lady Bay Pre-School registered in 2016 and is based in West Bridgford, Nottinghamshire. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. 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 three- and four-year-old children.

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