

# Long Eaton Preschool

Baptist Church Hall Station Street, Long Eaton, Nottingham,  
Nottinghamshire NG10 1GJ



<b>Inspection date</b>	3 May 2019
Previous inspection date	21 January 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		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Assessment procedures used to track children's progress are not precise enough. Staff do not identify children's next steps in their learning accurately, to help them make the best possible progress.
- Staff do not recognise when children would benefit from their interaction. This means that staff do not provide extra support and challenge to help develop children's learning further. Children do not make typical progress for their age and stage of development.
- The manager does not monitor staff's practice effectively to help them develop their skills and teaching to a consistently good level.
- The manager does not always ensure staff are deployed effectively throughout the session.
- The manager does not reflect carefully enough to identify and address the inconsistencies in teaching, staff performance and children's assessments.

### It has the following strengths

- Staff are caring and develop positive and respectful relationships with children. They create a welcoming environment for children, who are happy and settled.
- Staff support children to be independent at managing their own needs. Children confidently manage their personal care skills and take pride in putting on their own coats.
- Staff form effective partnerships with parents and others. For instance, staff communicate with parents regularly and share information about their children's development with them. This helps to provide continuity in children's care and learning.

## 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 a more precise and accurate system of assessment to track children's achievements and identify their next steps in learning, to help them make the best possible progress	20/07/2019
improve the quality of teaching to ensure that staff interact effectively with children and understand how to provide extra support and challenge to meet each child's learning needs	20/07/2019
monitor staff's performance more effectively to develop their skills and improve the quality of teaching to a consistently good level	20/07/2019
ensure staff are deployed effectively throughout the session.	20/07/2019

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

- develop ways in which management can reflect on the inconsistencies in the assessment of children's learning, teaching and the monitoring of staff performance, to help improve the outcomes for children.

### Inspection activities

- This inspection was carried out as a result of the risk assessment process following information received about the provider.
- The inspector had a tour of the pre-school. She spoke to the staff and children during the inspection. She held discussions with the nominated individual and manager at appropriate times during the inspection.
- The inspector observed the staff's interactions with children and discussed children's development with their key person and manager. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint evaluation of an activity with the manager and discussed the impact of teaching and learning. She took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of documentation, including staff's suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress and staff performance.

**Inspector**  
Jan Hughes

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager does not focus precisely enough on addressing inconsistencies in teaching. He does not always ensure staff are well deployed. Staff do not use their qualifications effectively to promote children's learning. The manager does not always ensure children are well supervised and involved in their learning. Despite this, the manager and staff attend training to help increase their knowledge. For example, they take part in online training to help them improve how they teach language skills. Safeguarding is effective. Staff understand their responsibilities and who to report any concerns to about a child's welfare. They ensure confidentiality is maintained at all times and have up-to-date registers of children's attendance. Appropriate recruitment and suitability checks ensure that staff are suitable to work with children. All staff know how to deal with children who may have food allergies or injuries, and are qualified to administer first aid if a child has an accident. The manager carries out checks to ensure the premises are safe to use. He ensures staff are aware of potential hazards to children, for example making sure hot drinks are served in safety cups and the door to the kitchen is always closed.

### Quality of teaching, learning and assessment requires improvement

Assessments of children's learning are not fully effective to track children's progress and swiftly identify what they need to learn next. Although staff provide a wide range of opportunities, they do not always interact effectively and provide extra support or challenge to extend children's learning. This becomes clear when children play outside, using tricycles and scooters skilfully and running around the playground as 'superheroes'. Despite this, staff support children's small-muscle skills effectively. This is illustrated when children use spades to dig and scoop up sand as they build. Staff demonstrate to children how to pour the sand into the diggers and how to build a big hole. Staff work closely with other professionals to help identify any children with additional needs.

### Personal development, behaviour and welfare are good

Staff know the children's interests and care for their needs effectively. The manager and staff offer an inclusive service. They praise children, which helps to boost their confidence and self-esteem. Staff encourage children to behave well and play cooperatively together. This is evident when children take turns and wait as they play with the diggers and equipment in the sand. Children follow good hygiene routines, have opportunities to play outside and enjoy healthy food for snack.

### Outcomes for children require improvement

Overall, all children, including funded children and those who speak English as an additional language, are acquiring some skills to help prepare them for future learning. They concentrate and listen well. Children have a positive attitude to learning and they motivate themselves. This is evident when children become engrossed in making creatures. However, the inconsistencies in the assessment procedures mean that not all children make best progress.

## Setting details

<b>Unique reference number</b>	206810
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10103026
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Long Eaton Pre-School Committee
<b>Registered person unique reference number</b>	RP522957
<b>Date of previous inspection</b>	21 January 2016
<b>Telephone number</b>	07870 847178

Long Eaton Preschool registered in 1966. The pre-school is located in the Long Eaton Baptist Church Hall and is run by a committee. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at levels 2 and 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until midday. The pre-school is in receipt of funding for early education for two-, three- and four-year-old children.

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