

Billington Bears Preschool

598 Preston Road, Clayton-le-Woods, CHORLEY, Lancashire PR6 7EB



Inspection date

Previous inspection date

1 February 2019

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		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Teaching is variable and performance management is not rigorous enough to ensure all staff consistently deliver high-quality learning experiences for children.
- At times, staff do not manage and organise daily routines effectively to ensure children know what is expected from them. As a result, children quickly become distracted from their learning.
- Children who speak English as an additional language have not been fully supported to use their home language in their play and learning.
- Staff do not use assessments precisely enough to build on what children know and can do, to ensure they make consistently good or better progress in their learning and development.
- The manager does not use rigorous evaluation processes to address areas for improvement promptly.

It has the following strengths

- Parents comment positively about the care and learning activities their children experience. They explain that their children have settled quickly and enjoy their time at the pre-school.
- The key-person system is effective. Staff know children well and are positive in their interactions with children.
- Children have access to a good selection of resources to support their learning and development.

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 all staff receive effective supervision, training and professional development opportunities that enable them to consistently offer quality teaching and learning experiences for children.	18/02/2019

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

- manage and organise daily routines more effectively to ensure that children have a clear understanding of what is expected from them to reduce distractions from their learning
- improve strategies to fully support children who speak English as an additional language to ensure their home language is developed in their play and learning
- use assessments of individual children's learning and development more precisely to build on what children know and can do, to help them make consistently good or better progress in their learning and development
- improve systems for self-evaluation to ensure the manager has an accurate view of how to raise the standards to ensure children achieve the best possible outcomes.

Inspection activities

- The inspector held discussions with the leaders and staff at appropriate times during the inspection.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the suitability of staff.
- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke with several parents during the inspection and took account of their views.

Inspector

Adele Banton

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a secure knowledge of current legislation, including the 'Prevent' duty guidance, and they know the signs that would cause concern about a child's welfare. They understand their responsibilities in reporting any child protection and other safeguarding issues. However, the management of the pre-school is not yet effective. Weaknesses in professional development, supervision and monitoring of staff has impacted on the quality of teaching within the pre-school. The self-evaluation lacks rigour. The manager does not promptly address identified weaknesses in the provision. The recruitment, vetting and induction process for staff is consistent. Risk assessments are carried out to ensure that the pre-school is clean and safe for children to learn and play.

Quality of teaching, learning and assessment requires improvement

Observation, assessment and planning requires improvement. Staff do not consistently make good enough use of the information obtained from observing children to plan purposefully for every child's learning. Furthermore, some staff are not clear about how to use ongoing assessment as a way of tracking children's development. Some activities that are led or supported by staff are not inspiring enough and do not engage children effectively. Teaching is not consistently strong and some activities do not always closely match children's stage of development or their abilities. However, children are happy and settled. Older children are being introduced to phonics to develop their understanding of letters and sounds. Younger children enjoy using pens to make marks on a whiteboard, which supports their early writing skills.

Personal development, behaviour and welfare require improvement

Staff do not organise routines effectively. This results in children quickly becoming distracted and disengaged from what is expected from them. For example, during snack time, children do not listen to staff and leave the table before all children have finished eating. Furthermore, staff do not always conclude activities before engaging children in other activities. For example, during song time, staff begin to put children's coats on before the singing has concluded. Despite weaknesses in management of children's behaviour, children play nicely together and have started to develop genuine friendships. Staff create a welcoming environment and children separate from their parents happily. A gradual settling-in procedure initially helps children to feel emotionally secure and an effective key-person system helps children to form secure attachments.

Outcomes for children require improvement

Weaknesses in teaching mean that children, including those who speak English as an additional language, do not make the best possible progress. However, they do develop some useful skills to prepare them for their eventual move on to school. For example, children learn how to share resources and take turns. They learn to recognise their names in print and their physical skills are supported well.

Setting details

Unique reference number	EY540009
Local authority	Lancashire
Inspection number	10080027
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	27
Name of registered person	Billington, Claire Louise
Registered person unique reference number	RP540008
Date of previous inspection	Not applicable
Telephone number	07399251870

Billington Bears Preschool registered in 2016. The pre-school employs four members of childcare staff. Of these, three 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 receives funding to provide free 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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