

# Lovat Hall Preschool

Lovat Hall, Silver Street, Newport Pagnell, Buckinghamshire MK16 0EJ



<b>Inspection date</b>	6 June 2019
Previous inspection date	23 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 committee team which leads the pre-school does not ensure that all staff meet the requirement to undertake training to identify children who might be at risk of abuse outside of the pre-school.
- The starting points staff identify for children are not always clear and accurate. As a result, they do not have specific information to plan for children's learning in the beginning. Furthermore, staff do not have a fully accurate account of children's progress over time.
- When children enter the pre-school with high levels of development staff do not consistently find ways to expand on what they already know and can do.

### It has the following strengths

- Partnerships with parents are strong. Parents talk positively about the pre-school staff and feel welcome and included in their children's learning.
- Children are confident to initiate conversations and enjoy talking excitedly with others about the things that interest them.
- Some activities are brought to life through imaginative resources. For example, children are eager to shop in the role-play beach shop where they try on armbands and flip-flops. They use their imagination as they talk about going swimming in the sea.
- Children behave well and understand simple rules. If they want to play with the same toy, children use sand timers to work out turn taking. This is understood by all and works effectively to help children to get along together.

## 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 staff undertake training to enable them to identify signs that children are at risk of abuse outside of the pre-school.	08/07/2019

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

- improve the gathering of information about children's starting points in learning to identify precise next steps from the beginning and more accurately track children's progress over time
- challenge more able children to remain excited and stimulated in their learning and make consistently high levels of progress in their development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and chairperson of the committee. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

#### Inspector

Hayley Marshall-Gowen

## Inspection findings

### Effectiveness of leadership and management requires improvement

Procedures are in place to check the suitability of staff who work with children. The chairperson of the committee and staff demonstrate a general awareness about the signs and symptoms that indicate children might be at risk of harm. They understand how to report any concerns about children's welfare to the Local Safeguarding Children Board. However, staff have not undertaken training regarding one aspect of child protection so they can readily identify risks to children outside of the pre-school. Despite this weakness, safeguarding is effective as there is no significant risk to children's safety. Supervision sessions help staff to reflect on their practice and identify some of their training needs. This has a positive impact on staff's professional development and they relish taking on new roles within the pre-school. The committee team takes responsibility and is developing its role in assessing the quality of the pre-school. However, the committee team and manager have not identified the weaker areas of the provision that have led to a decline in the quality of the pre-school.

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

Children with special educational needs and/or disabilities (SEND), or with English as an additional language, make good progress in their learning. Staff work effectively with other professionals to ensure they meet children's individual needs. More able children sometimes find the activities staff provide do not challenge them or extend their learning. For example, staff use pre-printed worksheets that do not encourage children to fully put their developing mathematical knowledge into action. Staff focus on observing children's learning rather than assessing it. They do not identify children's starting points in development clearly. As a result, they do not plan specifically for children's abilities when they first start at the pre-school. It isn't clear how well children are progressing, and staff are unable to successfully monitor the progress of different groups of children.

### Personal development, behaviour and welfare require improvement

The weakness in safeguarding has a negative impact on children's well-being. However, children settle well, and staff are caring and help them to form strong relationships at the pre-school. Children are beginning to understand about their effect on others. They enjoy telling 'knock, knock' jokes and burst into laughter as they make others laugh. Staff help to manage children's individual needs well. When children have dietary requirements staff are vigilant in ensuring that they minimise any risks for children. Older children are confident in articulating their understanding of their individual needs, helping them to keep themselves safe and healthy. Children test out their physical skills in the outdoor area, where they benefit from playing in the natural environment.

### Outcomes for children require improvement

Children show empathy and understanding for each other. They play together in a harmonious environment where they are confident to express their individuality, such as through dressing up. Children enjoy their time at pre-school and are making firm friends. Children are making steady progress and any gaps in learning are starting to close. However, more able children are not consistently experiencing learning that builds on

their existing knowledge. Children are developing skills in readiness for starting school.

## Setting details

<b>Unique reference number</b>	141835
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10104216
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Lovat Hall Pre-School Committee
<b>Registered person unique reference number</b>	RP905050
<b>Date of previous inspection</b>	23 April 2015
<b>Telephone number</b>	07950791952

Lovat Hall Pre-School registered in 1974. It operates from one room in a church hall in Newport Pagnell, and is managed by a parent-run committee. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday in term time. Sessions are from 9.20am until 11.50am and 11.50am until 2.50pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and with SEND.

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