

Stoneyhill Pre-School

Baptist Church Hall, Ednall Lane, Bromsgrove, Worcestershire B60 2JD



Inspection date	10 June 2019
Previous inspection date	5 November 2015

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 does not keep a record on site of written progress checks for all children aged between two and three years. The planned activities do not always provide children with appropriate levels of challenge or take full account of their individual learning needs in order to promote best possible progress.
- The pre-school special educational needs coordinator is aware of children with special educational needs and/or disabilities. However, she does not always ensure these children benefit from continual targeted support.
- Managers' and staff's professional development is not focused well enough. They do not build confidence and gain a clear understanding of all of their roles, including teaching.
- The manager does not make the best use of monitoring and self-evaluation. She does not reflect critically enough on teaching and children's progress to improve.

It has the following strengths

- The premises are safe and secure. Staff carry out daily risk assessment checks indoors and outside. The manager ensures staff implement a range of records and documentation. This helps to promote children's safety and welfare.
- Staff are warm and friendly. They find out about children's care needs and meet these. They support children to settle in. Children are happy and content attending.
- Staff manage children's behaviour well. They help children to abide by the pre-school promise to encourage positive behaviours. Children behave nicely in the pre-school.
- Partnership working is established with parents, professionals and other providers. This helps to promote some continuity in children's care and education.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
keep a record of the required written progress check for all children aged between two and three years	01/07/2019
improve the planning and provide children with activities that offer appropriate levels of challenge and take full account of their individual learning needs to help promote best possible progress	02/09/2019
ensure all children with special educational needs and/or disabilities benefit from continual targeted support	02/09/2019
enhance the supervision, support and training for managers and staff to build on their confidence and help them gain a clear understanding of all their responsibilities, including teaching.	02/09/2019

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

- make better use of monitoring and self-evaluation to reflect critically on the quality of the teaching and children's progress to help promote continually good outcomes for all children.

Inspection activities

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

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management requires improvement

The arrangements for the performance management of the manager and staff are not good enough. They do not benefit from the focused support they need to further their knowledge across all areas, specifically teaching. Nevertheless, the manager supervises staff and they benefit from some opportunities to upskill. This has a positive impact on care practices. Safeguarding is effective. The pre-school is well staffed. Staff deploy themselves effectively and supervise children well. Managers and staff understand a range of child protection issues. This helps to protect children from harm. The manager has a basic overview of the quality of teaching and children's progress. However, she is not highly reflective enough to help continually promote good outcomes for all children.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff observe children and assess their development. They complete the necessary written summary of progress for all children aged between two and three years. However, they do not keep records of this, as required. Furthermore, staff do not always make the most effective use of what they know about children to fully consider their individual learning needs when planning. Children do not always benefit from the support they need or high enough levels of challenge during activities. Nevertheless, the environment is fairly well resourced. Children have access to a range of activities that promote some aspects of their learning. For example, children enjoy construction and role play inside, and they enjoy sand and water play outside.

Personal development, behaviour and welfare require improvement

Children are not always highly motivated learners. They tend to get easily distracted from activities. They often quickly flit and they do not become fully absorbed in learning. However, staff promote children's physical well-being. Staff promote healthy lifestyles. They provide nutritious snacks and encourage children to make healthy food choices. Staff take children to the toilet and they ensure they wash their hands routinely. Staff also encourage exercise. Children enjoy physical activity inside, including running in the space available, balancing on walking beams and using the see-saw. Staff find out about a range of festivals and they help children learn about their differences as they celebrate different events that happen in the world. This helps to foster mutual respect.

Outcomes for children require improvement

Overall, children do not make the best possible progress in their learning. This includes some of those with special educational needs and/or disabilities who do not always benefit from targeted support. Nevertheless, children are fairly confident and independent. They learn to manage their self-care needs with minimal support. Children learn to interact positively with adults and their peers. They enjoy the responsibility of helping their teachers with small tasks. Children develop communication, language and literacy skills. They enjoy stories, singing, drawing and writing. Children develop mathematical skills. They can count, recognise numbers, identify different shapes, sort objects by colour and create patterns. Therefore, children gain the necessary skills they need to move on to school.

Setting details

Unique reference number	EY444934
Local authority	Worcestershire
Inspection number	10067046
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	40
Number of children on roll	14
Name of registered person	Stoneyhill Preschool Bromsgrove Limited
Registered person unique reference number	RP531508
Date of previous inspection	5 November 2015
Telephone number	07826854583

Stoneyhill Pre-school registered in 2012. The pre-school employs three members of childcare staff. Of these, all three hold appropriate early years qualifications at level 3 and above. The nursery operates during term time only. Sessions are available Monday to Friday from 8.30am until 2.30pm. The nursery provides funded 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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