

The Avenue Pre-School Playgroup

The Avenue Methodist Church, Rutland Avenue, HIGH WYCOMBE,
Buckinghamshire HP12 3JQ



Inspection date	2 July 2019
Previous inspection date	9 March 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		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff, generally, have a suitable understanding of safeguarding issues. However, their knowledge of some policies and procedures, including the 'Prevent' duty guidance, is not fully secure.
- Teaching is not consistently strong. Some staff do not adapt and re-shape play experiences effectively, during planned activities or during child-initiated play, to more thoroughly support the quality of some children's communication and learning. Consequently, some children are not making good enough progress.
- Self-evaluation does not effectively identify some breaches of the early years foundation stage. This has resulted in the management and committee failing to inform Ofsted of a significant event and changes in hours that childcare is provided.

It has the following strengths

- Children with special educational needs and/or disabilities (SEND) are assessed quickly and programmes to support their development are implemented.
- The pre-school forms positive relationships with parents and children. Children behave well and parents value the care provided.
- Children learn effective hygiene practices, grow vegetables and enjoy daily exercise.

What the setting needs to do to improve further

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

	Due date
strengthen staff understanding of wider aspects of safeguarding, in particular the 'Prevent' duty guidance	31/07/2019
source professional development opportunities to help staff ensure the quality of teaching is consistently strong, supports children's communication and language skills, and improves outcomes for children	30/09/2019
improve understanding of the requirements in relation to notifications, with particular regard to reporting significant events and changes to hours during which childcare is provided.	26/07/2019

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

- develop self-evaluation to make sure all requirements are met and teaching is raised to higher levels overall.

Inspection activities

- The inspector spoke to all staff members to assess their understanding of how to keep children safe.
- The inspector carried out a joint observation with the manager.
- The inspector observed staff's teaching and the impact this had on children's learning both indoors and outdoors.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector sampled paperwork, including evidence of staff qualifications and suitability, children's records, risk assessments and policies.

Inspector

Charlotte Foster

Inspection findings

Effectiveness of leadership and management requires improvement

The manager and committee have not used self-evaluation well enough to address weaknesses in the educational programme. They have not identified that some staff are not retaining sufficient knowledge from professional development opportunities. For example, although the manager observes staff teaching and gives feedback for improvements, this has not yet ensured teaching is consistently strong. The manager and committee have not notified Ofsted of significant events and changes as required. Staff can explain a variety of indicators that would suggest a child is at risk of harm and they have had safeguarding training. However, they are not able to readily recall some of the procedures. Nonetheless, this does not have significant impact as staff do have sufficient understanding of where to go to report a concern. Overall, children are safe and happy at pre-school and the staff make daily checks to ensure their environment is safe. Safeguarding is effective. The manager is extremely caring and works hard to ensure she secures adequate funding and provision to meet the needs of children with SEND and children who speak English as an additional language.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent, with some that requires improvement. Children's progress is not as swift as it should be because staff do not use every possible opportunity to extend children's skills across all areas of learning. Staff do not offer open-ended questions to help extend children's communication and problem-solving skills as they play. However, children do enjoy exploring a good selection of resources which help them develop the small muscles in their hands. They throw balls into a tunnel and make marks on paper, which supports them to develop their early literacy skills. Staff assess children's starting points and observe them regularly to track their progress. The manager compares the progress of different groups and identifies new strategies, such as a literacy programme, when she finds gaps in development.

Personal development, behaviour and welfare require improvement

Staff do not all have a secure understanding of the 'Prevent' duty legislation to help them protect children's welfare more effectively. Children enjoy exploring a good range of role-play items such as a play kitchen and office area. However, they lack the skills and support from some staff to develop their imaginative play to its full potential. Children are encouraged to try new healthy foods and learn to use cutlery at snack times. They develop their coordination and balance as they climb on equipment and jump in hoops. Children learn about a variety of different cultures and jobs that people do. For example, they made cards for Eid and learn about the police and firefighters.

Outcomes for children require improvement

Children, including those who speak English as an additional language and those with SEND, make variable progress across the areas of learning. Some children are ready for school and future learning, but others do not make sufficient progress from their starting points. Children gain confidence and develop good relationships with staff and their peers. Children enjoy being physically active in the outdoor area and singing songs at the end of their morning.

Setting details

Unique reference number	EY333723
Local authority	Buckinghamshire
Inspection number	10073664
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	24
Number of children on roll	21
Name of registered person	The Avenue Pre-School Playgroup Committee
Registered person unique reference number	RP526230
Date of previous inspection	9 March 2016
Telephone number	01494 563663

The Avenue Pre-School Playgroup registered in 2006 and is based in High Wycombe, Buckinghamshire. Sessions are from 9.30am until 12.30pm Monday to Friday, during school term times. The provider employs five staff, three of whom hold relevant early years qualifications at level 3 or above. The manager has a relevant level 6 qualification. The pre-school receives funding to provide free early years education to children aged two, three and four years, as well as early years pupil premium funding.

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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