

Inspection of Holmer Green Methodist Pre-School

Earl Howe Road, Holmer Green, High Wycombe, Buckinghamshire HP15 6PX

Inspection date:

23 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children appear happy in the pre-school. They enjoy talking to visitors and showing them the shapes they create with the play dough. Children show that they feel safe and secure, as they independently explore the broad range of resources in the pre-school. They enjoy listening to stories and snuggle up to staff as they share these together. Children do not benefit from a consistently effective key-person system. Their learning experiences are not always positive. For instance, staff know the next steps in learning for children in their own key group. However, they do not share this information with others well enough to help tailor learning to children's individual needs. This means that teaching is not suitably challenging, in particular during group times. This has an impact on children's behaviour and attitudes to learning. For example, children sit waiting for their turn, lose interest and become increasingly distracted during singing sessions and mathematics activities that lack challenge. In addition, managers and staff do not recognise when they would be better deployed to support children's learning and behaviour. For example, some staff carry out routine tasks rather than support quality learning and development experiences for children. At other times, teaching is better. This is demonstrated when staff follow children's interests. They show children how to join large-scale plastic squares together to make three-dimensional structures. Children enjoy building with their friends.

What does the early years setting do well and what does it need to do better?

- Since the last inspection, managers have improved opportunities for children to learn about diversity and difference. This is demonstrated when children learn about other cultures and traditions in the calendar year. For example, children enjoy finding out about Chinese New Year. They taste traditional foods, such as prawn crackers, during snack time. They work together creatively to make a Chinese dragon.
- Managers enhance the curriculum suitably well with a variety of activities. These help to develop children's knowledge and skills for their future learning. For instance, specialist teachers deliver sports sessions such as rugby and football. These help children to develop their physical skills and enjoy fresh air and exercise. Children benefit from visits to the local allotment. This helps them to learn about how plants grow.
- The quality of education is inconsistent. For example, at times, staff interact with children and promote their learning well. They demonstrate effectively, for example when they teach children how to throw and catch. Staff promote snack time as an opportunity for learning. This is illustrated when they encourage 'servers' to count the number of plates and cups needed for their table. On other occasions, teaching is less successful. For instance, during group times, staff expectations are often not high enough. This means that their teaching is not

sequenced well and lacks challenge. During these times, children lose interest, lack motivation and begin to disrupt others.

- The key-person system is not fully effective. For instance, arrangements for staff to share information about children's next steps in their learning are not good enough. As a result, staff do not demonstrate a consistently strong awareness of what children need to learn next. This means that teaching and learning do not always meet the needs of individual children. Nevertheless, staff promote positive partnerships with parents, and they provide regular opportunities to discuss children's progress. Staff support parents, for example, by providing activities which they can take home and complete with their children.
- Staff help children to develop their independence and self-care skills suitably well. For example, they teach children how to wash their hands and blow their nose. They encourage children to pour their drinks and butter their toast at snack time.
- Managers do not deploy staff effectively to support children's learning and behaviour. For instance, they deploy staff on routine tasks, such as cleaning and tidying away. Managers do not recognise how staff can be better utilised to offer high-quality learning and development opportunities for children.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding officer ensures that staff keep their safeguarding knowledge up to date. For instance, she ensures that staff attend regular training. She tests their knowledge by asking them safeguarding questions during staff meetings. Staff have a secure understanding of the signs and symptoms of abuse. They know the procedures to follow should they have a concern about children's welfare. Staff have a secure understanding of the whistle-blowing policy and they are aware of local multi-agency safeguarding arrangements. The manager has established robust procedures to help her monitor children's attendance. This helps to promote children's safety.

What does the setting need to do to improve?

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

| | Due date |
|---|------------|
| ensure that staff are deployed effectively to improve the quality of children's learning and development experiences. | 20/03/2020 |

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

- strengthen the key-person system to help to ensure that information about children's next steps in their learning is shared between staff more effectively
- ensure that staff use their knowledge of individual children's development to help them to challenge and extend children's learning more effectively.

Setting details

| | |
|--|---|
| Unique reference number | EY262620 |
| Local authority | Buckinghamshire |
| Inspection number | 10062002 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 to 4 |
| Total number of places | 30 |
| Number of children on roll | 18 |
| Name of registered person | Holmer Green Methodist Pre-School Committee |
| Registered person unique reference number | RP910490 |
| Telephone number | 01494 711341 |
| Date of previous inspection | 14 July 2015 |

Information about this early years setting

Holmer Green Methodist Pre-School registered in 1968 and operates in Holmer Green, Buckinghamshire. The pre-school opens during term times only. It offers morning sessions from 9.15am to 12.15pm from Monday to Friday, and afternoon sessions from 12.15pm to 3.15pm from Tuesday to Thursday. Children have the option to stay all day. A lunch club also runs from 12.15pm to 1.15pm from Tuesday to Thursday. The pre-school employs seven members of staff who work with children. Of these, five hold qualifications at level 3 and two hold qualifications at level 2.

Information about this inspection

Inspector
Lisa Dailey

Inspection activities

- The inspector went on a learning walk with the manager.
- The inspector spoke to parents and considered their views.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out an evaluation of teaching with the manager.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, including evidence of the suitability of staff and committee members.

We carried out this inspection 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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