

Irby Primary School Preschool



Irby Primary School Site, 40a Coombe Road, Irby, Wirral, Merseyside, CH61 4UR

Inspection date 15 July 2015
Previous inspection date 23 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not consistently ensure that learning opportunities are tailored to reflect individual children's needs, interests and stage of development, in order to help them make the best possible progress.
- Parents do not always have opportunities to contribute to, or review, initial and ongoing assessments of children's progress.
- The leadership team does not robustly monitor the quality of teaching to ensure it is consistently good and children's progress is effectively supported.
- Staff do not always effectively support children's understanding of turn taking.

It has the following strengths

- Children generally enjoy their time at the pre-school and show that they have the basic skills required to prepare them for school.
- Children are praised for their achievements and effectively supported to settle in and move on from the pre-school.
- Staff make good use of the indoor and outdoor environment to promote children's independence and cooperation appropriately.
- Staff are secure in their understanding of the potential indicators of abuse, including how to report any concerns regarding children's welfare. They demonstrate the ability to protect children from harm.
- The leadership team aspire to improve the provision and their self-evaluation is generally accurate.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that learning experiences are consistently tailored to meet children's individual needs, interests and stage of development
- involve parents in children's initial and ongoing progress assessments on a regular basis
- implement robust procedures to monitor the quality of practice and provide targeted professional development programmes to enhance the skills of staff and improve the quality of teaching.

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

- make the most of opportunities to help children learn about taking turns.

Inspection activities

- The inspector met with the leadership team to review their self-evaluation and operational documents, such as policies and procedures.
- The inspector spoke with staff and children at appropriate times during the inspection, and observed activities in the indoor and outdoor areas.
- The inspector jointly observed practice with the manager.
- The inspector reviewed evidence of the suitability of staff and their qualifications, including paediatric first aid.
- The inspector considered the views of parents spoken to during the inspection.

Inspector

Lauren Grocott

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children develop skills which prepare them for life at school. However, children's progress is not always effectively supported as staff do not always ensure that learning experiences reflect children's individual needs and interests. Children's early writing is well supported as staff engage them in mark making in a variety of different ways. Staff engage well in children's imaginative play and use some quality questions to extend children's learning. For example, they introduce vocabulary about time and quantities as children pretend to bake birthday cakes. Staff complete assessments of children's progress. Parents are not always involved in children's initial and ongoing progress assessments. This means that concerns regarding children's development are not always swiftly identified in order for staff to seek interventions promptly. However, parents do have some opportunities to be involved in children's learning as staff provide activities for them to do with their children at home.

The contribution of the early years provision to the well-being of children requires improvement

Children are generally confident and settled at the pre-school. Staff have good relationships with them, which support their self-confidence and esteem. They provide children with time and opportunities to develop their independence and self-care skills. Staff obtain information about children's likes and dislikes to help them settle in to the pre-school. Staff have established effective relationships with the host school to support children as they move in to the reception class. Children's understanding of their own health is appropriately supported as staff are positive role models. Children show they understand how to keep themselves safe. Staff provide effective instruction so that children can successfully navigate across climbing equipment. Children generally behave well and staff make their expectations about children's behaviour clear. However, staff miss some opportunities to enhance children's understanding of taking turns.

The effectiveness of the leadership and management of the early years provision requires improvement

Staff have appropriate qualifications for their roles. However, leaders do not always monitor their practice closely enough to ensure that learning experiences reflect children's individual needs, interests and stages of development. This means that not all children are effectively supported to make good progress in their learning. Leaders have recognised this issue during their self-evaluation process. They are keen to develop the provision and have a good understanding of how to do so. Leaders deploy staff well, for example, by ensuring that a number of staff have valid paediatric first-aid qualifications. This enables staff to respond appropriately in the event of an emergency. Leaders check the suitability of staff for their roles on a regular basis. Staff risk assess the environment to ensure any potential hazards are minimised. Staff also maintain documentation regarding accidents and the administration of medication well. This helps to keep children safe and promote their well-being. Parents provide positive feedback about their children's experiences at the pre-school.

Setting details

Unique reference number	306407
Local authority	Wirral
Inspection number	864855
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	38
Name of provider	Irby Primary School Pre-School Committee
Date of previous inspection	23 March 2012
Telephone number	0151 345 1462

Irby Primary School Preschool was registered in 1993 and operates from self-contained premises on the grounds of Irby Primary School, Wirral. The pre-school is run by a voluntary committee. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday in term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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