

Rolleston Pre - School Playgroup



School Lane, Rolleston-on-Dove, Burton-on-Trent, Staffordshire, DE13 9AQ

Inspection date 16 September 2015
Previous inspection date 11 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the 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 provision requires improvement. It is not yet good because:

- Staff are not fully focused on incorporating home languages into the pre-school for children who speak English as an additional language.
- Parents do not always contribute to information collected on their children's starting points or ongoing assessment. Assessments are also not used by all staff to plan challenging activities that are well matched to children's different abilities. This means some children are not helped to make the best progress in their learning and development.
- Leaders and managers do not use supervision well enough to foster a culture of mutual support and teamwork. As a result, teaching is inconsistent and some children's learning is not fully challenged.

It has the following strengths

- Children settle well and are keen to learn. This is because staff place the upmost importance on developing children's confidence and helping them to feel emotionally secure.
- Children learn to behave well and to be positive members of the pre-school group. Children show respect, sit and listen to others, share, take turns and follow the rules and codes for good behaviour.
- Staff are strongly focused on helping children to develop their literacy and communication and language skills. These are skills needed for school.

What the setting needs to do to improve further

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

	Due Date
■ provide opportunities for children who speak English as an additional language to use their home language in their play and learning	30/10/2015
■ ensure assessments include the views of all parents, are used to recognise children's progress when they enter the pre-school and shared with all staff, in order to plan suitably challenging activities for all children	30/10/2015
■ make better use of supervision, in order to foster a culture of mutual support and teamwork.	30/10/2015

Inspection activities

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

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management requires improvement

Despite the leader, managers and staff all being well-qualified, they have not accurately identified all the areas of improvement within the pre-school. The managers encourage staff to attend training events and to research ways to improve the outcomes for children. However, staff rely on the manager to make decisions about children's learning and to engage with new parents. This does not help staff to fully develop their knowledge and skills or to provide demanding experiences for children. Safeguarding is effective. Thorough recruitment procedures ensure that staff are suitable to work with children. All staff know how to assess risks to children's welfare, in order to keep them safe. Parents demonstrate complete satisfaction. They feel the pre-school is actively involved in the community and children are emotionally well prepared to move on to school.

Quality of teaching, learning and assessment requires improvement

Teaching is not consistently good. Information is not obtained from all parents about what children already know and can do as they enter the setting. Over time, staff do not include the views of all parents as part of their assessments or consistently share the decisions they make for individual children's learning with each other. This means assessments are not precise enough or consistently used by staff to plan activities that fully challenge all children. As a result, children are not always making the best possible progress in their learning. Staff are particularly good at planning a wide variety of activities that help children to listen, speak and think for themselves. However, staff do not help children who speak English as an additional language to use their home language in their play and learning. Children enjoy being creative and enjoy exploring paint, water and sand. They develop mathematical skills as they explore size, shape and numerals.

Personal development, behaviour and welfare require improvement

Children's learning is not always fully challenging to help them achieve their best. Staff work closely with parents to help children and their families experience a smooth move from home into the pre-school. Staff spend time helping children to become familiar with the routines which helps them to feel secure. Children begin to understand and follow rules, such as only six children to play outside at any one time. This develops children's understanding about staying safe. Staff are good role models and, as a result, children show friendly behaviours towards others. Children enjoy exploring and playing cooperatively with the interesting play resources. Staff develop strong links with schools and childminders and effectively share information about children's achievements.

Outcomes for children require improvement

Despite teaching being variable, overall, children make progress expected for their age in their learning and development. Children are sufficiently well prepared for school. They develop their enjoyment of books and practise their early writing skills. They are learning to be independent as they choose to play in or outdoors and select their favourite

resources.

Setting details

Unique reference number	218214
Local authority	Staffordshire
Inspection number	865726
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Rolleston Pre School Playgroup & Toddlers Committee
Date of previous inspection	11 June 2010
Telephone number	01283 239209

Rolleston Pre - School Playgroup was registered in 1992. The pre-school employs eight members of childcare staff, including the manager. Of these, two staff hold appropriate early years qualifications at level 4, two at level 3 and one at level 2. Two staff, including the manager, has Early Years Professional status and one has Qualified Teacher Status. The pre-school opens Monday to Friday during term time. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who speak English as an additional language.

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