

Barnard Close Pre-school

Sure Start, 20 Barnard Close, LEICESTER, LE2 0UZ



Inspection date	12 February 2016
Previous inspection date	24 February 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Recent management changes and high staff turnover mean an effective key-person system is not in place. Children do not have time to build secure relationships with adults and their individual needs are not being met.
- The quality of teaching is weak. The management team does not monitor staff performance or support staff to develop their skills. Children are not provided with learning experiences that help them to make good progress in readiness for school.
- The systems used to track children's progress are not effective. Staff do not have an accurate picture of what children can do and what their next steps in learning should be. In particular, supply staff are not given enough information so that they are able to promote children's learning.
- The required progress check for children aged between two and three years have not been completed for some children. Therefore, any gaps in children's learning are not being identified quickly enough.
- Partnerships with parents are in their infancy. Information is not shared with parents to help them to support their children's learning at home.
- Leaders and managers aspire to improve the quality of the provision. However, partly due to staffing issues, not enough has been done to accurately review the provision. Action plans are not sharply focused on raising the overall quality of practice and on improving outcomes for children.

It has the following strengths

- The environment is bright and well-resourced both indoors and outdoors. Children are generally happy and enjoy their time at the pre-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
<ul style="list-style-type: none"> ■ implement an effective key-person system to ensure that every child receives care and learning experiences that are tailored to meet their individual requirements 	04/03/2016
<ul style="list-style-type: none"> ■ implement effective assessment procedures to identify children's level of achievement so that all staff can use this information to plan and provide a range of challenging activities that help all children to make good progress 	04/03/2016
<ul style="list-style-type: none"> ■ provide support, coaching and training for all staff to ensure that they have the appropriate skills, knowledge and understanding they need to deliver a quality learning experience for all children 	04/03/2016
<ul style="list-style-type: none"> ■ ensure that the required progress check for children aged between two and three years is carried out to identify if there are any gaps in children's learning and provide parents with a short written summary of their child's development in the prime areas 	04/03/2016
<ul style="list-style-type: none"> ■ ensure a regular, two-way flow of information is established with parents and work together to complement the learning that takes place in the pre-school. 	04/03/2016

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

- accurately review the provision and identify ways to swiftly raise the quality of teaching practice and increase children's rate of progress.

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 joint observations with the temporary pre-school manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the temporary pre-school managers. She looked at relevant documentation, such as, the pre-school's evaluation and evidence of the suitability and training of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is inadequate

The pre-school has undergone significant staff changes since the previous inspection and does not currently have a permanent staff team in place. The temporary manager has taken on a number of supply staff to keep the setting running. However, she is not monitoring their teaching practice or overseeing the delivery of the educational programme. As a result, significant weaknesses in teaching practice have not been identified. Staff's observations and assessments of children's progress and the delivery of planned activities are of variable quality. This is because staff do not know the children well and have not been provided with enough information to help them identify and plan for children's next steps in learning. The management team is addressing staffing levels as a priority. However, further targets for improvement are yet to be identified to swiftly raise the standard of teaching and improve outcomes for children. Some staff have attended mandatory training, such as first aid, which ensures children's safety and well-being. The arrangements for safeguarding are effective. Staff have a good awareness of safeguarding procedures. They know what to do if they have any concerns about a child, and are confident about following the procedures in line with the Local Safeguarding Children Board. The pre-school has some links with other agencies and professionals to help disabled children and those with special educational needs.

Quality of teaching, learning and assessment is inadequate

Some staff carry out observations of children to identify what they can do. However, their knowledge about how to use this information and deliver activities to support children's next steps in learning is weak. Supply staff are not given the information they need to meet children's ongoing individual learning needs. They interact well with the children but provide a supervisory role rather than good quality learning experiences. This leads to inconsistent teaching practice and activities that are not always matched to children's needs. This hinders the overall progress children make. The required progress check for children between the ages of two and three years old is not consistently implemented. Therefore, potential gaps in children's learning and development are not identified in a timely manner or effectively shared with parents. Furthermore, parents are not provided with ongoing information about their child's progress to help support learning at home.

Personal development, behaviour and welfare are inadequate

A key-person system is not yet established because of the high turnover in the staff team. This means children have not had time to form secure attachments with the adults who care for them. Children's individual needs are not always known by the staff on duty and care and learning experiences are not tailored to help them make good progress. Children generally behave well and staff encourage them to share the toys and take turns. Children make choices in their play, developing some independence. They sit together during snack times and enjoy healthy options to promote their well-being. Children learn to manage their own personal needs, such as washing their hands and putting on their coats. Children have regular access to outside play. This encourages them to be active and pursue a healthy lifestyle.

Outcomes for children are inadequate

Children do not make good progress. They are not fully prepared for the move to school. Gaps in learning are not identified quickly enough, and action is not taken swiftly enough to prevent these gaps from widening.

Setting details

Unique reference number	EY434491
Local authority	Leicester City
Inspection number	1008079
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	19
Name of provider	Pre-School Learning Alliance
Date of previous inspection	24 February 2015
Telephone number	07968 142734 / 0116 294 6200

Barnard Close Pre-school was registered in 2011 and is owned by the Pre-school Learning Alliance. The provision operates from the Highfield's Children's Centre in Leicester. The pre-school opens Monday to Friday from 9am until 1pm, term time only. The pre-school currently employs three temporary members of childcare staff, including the manager. Of these, one holds an early years qualification at level 5 and two hold qualifications at level 3. The pre-school also employs two supply staff. Of these, one holds a qualification at level 5 and one holds a qualification at level 3. The pre-school provides funded early education places for two-, three- and four-year-old children.

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