

Boley Park Pre-School

Boley Park Community Hall, 7 Ryknild Street, Lichfield, Staffordshire, WS14 9XU



Inspection date

30 November 2016

Previous inspection date

12 June 2013

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:

- Assessments made of children's learning are not precise. Some staff do not consistently include the views of parents, identify what children need to learn next or share the information with the staff team. This means that some children are not fully challenged and gaps in their learning are not closing quickly enough.
- Staff do not complete the progress check for all children aged between two and three years or share the summary of children's progress with parents.
- Leaders and managers do not use supervision well enough to foster a culture of mutual support and teamwork or identify weaknesses in practice and training. As a result, teaching is inconsistent and some children are not making good enough progress in their learning and development.

It has the following strengths

- Staff are well qualified. They provide children with a wide range of play resources which reflects their individual interests. Children show curiosity and enjoy exploring the world around them.
- Parents comment on the kind and caring staff who develop strong and trusting relationships with children and support the family as a whole.
- Children are learning to recognise, value and to respect the differences between themselves and others in the wider world.
- Children show care and consideration towards others. They are learning to behave well, to share and to be positive members of the pre-school.
- Additional funding is used appropriately to promote the progress of the children it is provided for.

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"> ■ ensure all the assessments made of children's learning are precise, include the views of parents and are used effectively by all staff to identify and plan for what children need to learn next to ensure they make consistently good progress 	30/12/2016
<ul style="list-style-type: none"> ■ complete a progress check for all children aged between two and three years and provide parents with a short written summary of their child's development in the prime areas 	30/12/2016
<ul style="list-style-type: none"> ■ make better use of supervision to foster a culture of mutual support and teamwork, and to provide coaching and training to ensure teaching and learning is consistently good and promotes the interests of children. 	30/12/2016

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 meetings with the pre-school manager and the provider. She discussed the pre-school's self-evaluation and checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke to the children and staff at appropriate times during the inspection. She spoke to a small number of parents and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management requires improvement

Generally, leaders and managers identify areas of practice that need to be improved upon. However, they have not yet provided enough support and guidance to ensure the quality of teaching and children's learning is consistently good. Safeguarding is effective. Staff attend training in child protection. They know what action to take to keep children safe and to protect them from harm. Recruitment and vetting is thorough and helps to make sure adults are suitable to work with children. All areas, both indoors and outdoors, are safe for children to play in. Staff complete daily risk assessments and effectively identify and minimise hazards.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Staff do not always use assessment well enough to identify, plan and to share what children need to learn next. They do not always complete the progress check for children aged between two and three years or share a written summary with their parents. Therefore, some children are not fully challenged in their learning and development. Nevertheless, staff are skilful at helping children to listen and to use language to share their thoughts and wishes. All children, including those who speak English as an additional language, develop good communication skills. Children enjoy being creative. They develop their physical skills as they make structures, such as monsters out of play dough. Children concentrate well. They are encouraged by staff to consider whether items in their play are short or long and big or small. This develops their mathematical skills.

Personal development, behaviour and welfare require improvement

Children are not always motivated by staff to achieve good progress in their learning and development. However, staff work closely with parents to help children experience a smooth move from home into the pre-school. The key person spends time reassuring children and helping them to become familiar with the daily routines. This helps children to feel safe and secure. Children learn to follow instructions, such as how to use scissors correctly. They enjoy investigating the interesting play resources and play cooperatively with others. Staff model good behaviours and as a result, children are kind and respectful towards others.

Outcomes for children require improvement

Children are not making consistently good progress from their starting points. However, they are gaining some skills in preparation for their move on to school. Children enjoy taking part in new activities and doing things for themselves. They use their imaginations as they pretend to be dinosaurs hiding in a den. Children develop their early literacy skills as they read books and show interest in the sounds letters make. They are learning to identify their written names at registration and snack time. Children are learning to meet their own personal care needs. They are encouraged to put on their own coats to go outside.

Setting details

Unique reference number	218099
Local authority	Staffordshire
Inspection number	1063697
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	30
Name of registered person	Boley Park Pre-School Committee
Registered person unique reference number	RP909049
Date of previous inspection	12 June 2013
Telephone number	07925 035804

Boley Park Pre-School was registered in 1993. The pre-school employs nine members of childcare staff, including the manager. Of these, one staff holds an appropriate early years qualification at level 2 and three staff hold level 3. The manager has a level 6 qualification and three staff have qualified teacher status. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.30am until 12.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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