

Birstall Methodist Pre-School

Wanlip Lane, Birstall, Leicester, Leicestershire, LE4 4JS



Inspection date	25 April 2017
Previous inspection date	23 January 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider has failed to ensure that all adults working on the premises or having contact with children are suitable to do so.
- The provider has a poor understanding of the safeguarding and welfare requirements. He does not fully understand his role and responsibilities and how to improve the overall quality of the provision and the daily experiences of children.
- Not all staff monitor children's progress accurately to plan effectively for their future learning. As a result, teaching is inconsistent.
- The manager has started to implement a programme of professional development and supervisions. However, these are not yet embedded into practice to help staff raise the standard of teaching to a higher level.

It has the following strengths

- The key-person system works effectively. Staff know their families well and form strong relationships with them from the start.
- Staff nurture children's emotional well-being. They offer lots of praise and encouragement, which boosts children's self-esteem. Staff help children to understand good behaviour and set clear boundaries for them. Children behave well.
- Children's natural curiosity to learn is nurtured through a stimulating and challenging environment. The outdoor area can be accessed independently and provides many resources and equipment to support all areas of learning and development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ develop knowledge and understanding of child protection and the procedures to follow to ensure safeguarding and welfare requirements are effectively met 	01/06/2017
<ul style="list-style-type: none"> ■ ensure that any other person who is likely to have regular contact with children (including working on the premises), are suitable 	01/10/2017
<ul style="list-style-type: none"> ■ ensure that the provider has a clear understanding of their roles and responsibilities in order to improve the overall quality of the provision and the daily experiences of children 	01/06/2017
<ul style="list-style-type: none"> ■ use information gained from observation and assessment of children's learning to plan accurately for children's future development. 	01/06/2017

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

- enhance arrangements for professional development and help staff to increase the potential to achieve a higher standard of teaching.

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 discussions with the pre-school manager and the nominated person. She looked at relevant documentation, such as the pre-school's policies and procedures and evidence of the suitability of staff.
- The inspector spoke to staff and children during the inspection at appropriate times. She looked through children's learning journeys and discussed these with the staff.
- The inspector spoke to a small selection of grandparents and parents on the day and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider does not understand his role and responsibilities in relation to child protection and safeguarding children. This is with respect to ensuring all adults involved in the setting are suitable to work with children. He does not have a good enough understanding of the safeguarding and welfare requirements or the learning and development requirements. This means that he is unable to monitor the provision effectively and ensure that the outcomes for children are improving. However, all other members of staff have a good understanding of child protection. They are aware of the procedures to follow should they be concerned about a child's welfare. They demonstrate a good understanding of how to keep children safe through implementing effective risk assessments. Currently, systems to monitor staff performance do not focus sharply enough on supporting staff to raise the quality of their teaching.

Quality of teaching, learning and assessment requires improvement

Teaching is inconsistent. Not all staff monitor and evaluate the progress children are making precisely enough. They do not have a good enough overview of what children need to learn next, in order to plan for children's next steps. That said, staff demonstrate some lovely teaching skills. For example, they plan small group, adult-led activities which support children's communication and language development. In these groups, children are provided with short, fun activities that enhance their spoken skills and understanding. Children are beginning to make good progress in this area of development.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management significantly compromise children's safety and well-being. Nevertheless, children are happy and settled. Children develop good independence skills as they freely explore their environment, pour their own drinks and put their own coats and shoes on. Staff support children to lead a healthy lifestyle. Children enjoy healthy snacks and have plenty of opportunities for fresh air and exercise as they enjoy the outdoor area.

Outcomes for children require improvement

Children's progress is not yet good and those with starting points that are below expected levels of development are not catching up quickly enough. Nevertheless, they are developing the basic skills they need to support their future learning. Children enjoy making marks and patterns which develop their early writing skills and creativity. Children engage in their chosen activities for good periods of time given their young age.

Setting details

Unique reference number	226253
Local authority	Leicestershire
Inspection number	1090195
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	30
Number of children on roll	31
Name of registered person	Birstall Methodist Church
Registered person unique reference number	RP535446
Date of previous inspection	23 January 2015
Telephone number	0116 2675690

Birstall Methodist Pre-School registered in 1970. It is run by a charity and is situated in the Methodist Church Hall in the centre of Birstall in Leicestershire. The pre-school employs seven members of childcare staff; of whom, all hold appropriate early years qualifications at level 3. One member of staff has a BA (Honours) degree in early childhood education and the manager also has a foundation degree in early years. The pre-school operates term time only. Sessions are from 9am to 12 noon on Tuesday, Wednesday and Thursday and from 12:15pm to 3.15pm on Monday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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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