

Ulceby Pre-School Playgroup

St Nicholas School, Church Lane, Ulceby, North Lincs, DN39 6TB



Inspection date

17 December 2015

Previous inspection date

10 December 2012

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

Summary of key findings for parents

This provision is inadequate

- The provider has failed to notify Ofsted of changes to some members of the committee. Therefore, Ofsted has been unable to carry out the necessary checks to determine their suitability to be a childcare provider.
- Staff do not obtain information about who has parental responsibility for children in the pre-school.
- Self-evaluation is not robust enough to identify where requirements are not being met or to highlight other specific areas for improvement.
- The manager does not make the best use of information gained from analysing children's progress.

It has the following strengths

- Staff have good partnerships with parents. They are kept well informed about their children's progress and are asked to contribute information about what their children are achieving at home.
- Staff observe children as they play and use this information to plan appropriate next steps in their learning.
- Staff praise children for their efforts and achievements, which boosts their confidence and self-esteem. Children learn to treat each other with respect and are supported to manage their emotions.

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
■ ensure that Ofsted is provided with the necessary information to enable suitability checks to be carried out on all persons working on the premises	08/01/2016
■ obtain information from parents about persons with parental responsibility.	15/01/2016

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

- reflect more effectively on practice and identify how this can be developed further to enhance the quality of the provision and the outcomes for children
- make better use of the information gained from comparing progress made by different groups of children, and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

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.
- The inspector looked at relevant documentation, such as the pre-school's improvement plan and evidence of the suitability 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

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The provider has not ensured that Ofsted has been informed of changes to committee members in a timely manner. Suitability checks on these persons have not been carried out with Ofsted to ensure children's well-being and safety. However, staff are aware of their responsibilities to supervise children and to protect them from harm. Staff seek emergency contact details for children when they first start. However, they do not gain information about persons who have parental responsibility for the child. The management team has addressed most actions raised at the last inspection. However, they do not adequately look at all aspects of the provision to gain an accurate picture of the priorities for improvement. The manager monitors staff's performance and encourages them to undertake training courses to update their knowledge. This has a positive impact on children's learning. Recruitment procedures ensure that staff are suitable in their roles. Staff observe, assess and plan for individual children's next steps in learning. However, the manager does not use information gained from monitoring the progress made by all the different groups of children. This means she is not able to effectively identify where groups of children need additional support.

Quality of teaching, learning and assessment is good

Staff encourage children to develop their language and communication skills. They talk to children during their play, ask questions and encourage them to solve problems. Children play with tubes and pipes. They find ways of fixing them together so they are able to roll a ball through. Staff provide a good range of adult-led and small-group activities. They make good use of these occasions to extend children's mathematical development. Staff use their fingers to represent numbers and ask children, 'What number comes next?' Children competently count to one more. The manager has formed strong partnership working with other agencies and professionals. This ensures good support for disabled children and those with special educational needs. Staff work in partnership with the local school that children go on to attend and share information when children move.

Personal development, behaviour and welfare are inadequate

People in a position to influence decisions that affect children's safety and well-being have not had their suitability verified. This does not promote children's welfare. Children demonstrate a good understanding of their own safety. They confidently use knives to spread butter and negotiate the outside area when rolling tyres from one area to another. This helps develop their physical skills. Staff make sure that children who have just started have a familiar adult to reassure them. This supports their emotional development. Staff provide opportunities for children to learn about the local community. They take children to the local church and to watch performances at the school.

Outcomes for children are good

All children, including disabled children and those with special educational needs, are making good progress from their starting points. Children develop the skills they need for school.

Setting details

Unique reference number	205723
Local authority	North Lincolnshire
Inspection number	1028391
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	24
Number of children on roll	52
Name of provider	Ulceby Pre-School Playgroup Committee
Date of previous inspection	10 December 2012
Telephone number	01469 588861

Ulceby Pre-School Playgroup was registered in 1997. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The pre-school is open all year round. Sessions are from 8am until 6pm Monday, Wednesday, Thursday and Friday and 8am until 12 noon and 3.30pm until 6pm on Tuesday. The pre-school provides wrap-around care for school-aged children. It supports disabled children and those with special educational needs.

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