

<b>Inspection date</b>	14 March 2018
Previous inspection date	14 March 2017

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>		Requires improvement	3
	Previous inspection:		
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:

- The arrangements for staff supervision and development are not robust enough to ensure that all staff have suitable skills and experience to fulfil their roles effectively.
- Staff do not precisely tailor their support or plan to help children work towards their next steps in learning quickly enough. They do not effectively support children who are behind expected developmental levels to catch up in readiness for school.
- The committee does not effectively monitor the progress of different groups of children or promptly identify any gaps in their learning. Children make steady rather than good progress overall.

### It has the following strengths

- The manager provides strong leadership. She keeps staff up to date with new legislation and practice ideas. The accuracy with which staff complete assessments has improved and they have a wider safeguarding knowledge.
- Staff interact in a friendly, caring and very positive manner, supporting children's self-esteem and emotional well-being effectively. They help children learn about staying safe and making healthy choices.
- Parents speak positively about the pre-school and the kind and caring staff. They are given ideas on how to support learning at home. The pre-school have established suitable partnerships with the local school to support children's transitions.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure arrangements for staff supervision are effective in providing support, coaching and training and enable staff to discuss any issues, particularly concerning children's development or wellbeing</li> </ul>	18/04/2018
<ul style="list-style-type: none"> <li>■ raise the quality of teaching, so that all staff use what they know about children's next steps to provide high-quality learning experiences, which are consistently engaging, challenging and based on children's individual interests</li> </ul>	18/04/2018
<ul style="list-style-type: none"> <li>■ monitor the educational programmes and quality of teaching effectively to identify and target weaker aspects of children's learning, including areas where children may be slow to develop key skills, so they are supported to catch up.</li> </ul>	18/04/2018

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation of teaching with the manager.
- The inspector held a meeting with a manager, special educational needs coordinator and chairperson.
- The inspector spoke to a number of parents and children and took account of their views.

### Inspector

Melissa Cox

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff understand their role to protect children, including the wider aspects of safeguarding, such as protecting children from the risk of exposure to extreme views and behaviours. The manager, who is also the designated safeguarding lead, works very effectively with partner agencies to safeguard children. The committee has set appropriate priorities for improvement and have made some progress meeting the actions set at the last inspection. However, they have not developed methods to effectively monitor the progress of different groups of children. Staff receive some training and review their performance with the manager. For example, they have access to training opportunities and have improved the assessment arrangements. However, professional development opportunities and monitoring of staff practices are not fully effective to provide consistent support for them to improve their interactions with children to a consistently good level. In addition, some staff are not effective in their lead roles, which impacts on the support they provide for some groups of children.

### Quality of teaching, learning and assessment requires improvement

Although the majority of staff are well-qualified, they do not challenge children sufficiently in their play. For example, staff supervise children, rather than precisely tailoring their teaching to support children's continued good progress. Staff make observations of children's learning and share these with parents. However, they do not use these successfully to plan activities that support their individual needs and interests to achieve better outcomes. Children take part in a range of activities that are led by staff. These do not successfully promote children's creativity or thinking skills as staff are overly focussed on the end craft product. Nevertheless children enjoy making up their own games and show great imagination as they play in the home corner or run around outdoors. They make marks with chalk on a board and dig for treasure in the sand.

### Personal development, behaviour and welfare require improvement

Weaknesses in the teaching and planning mean that older children do not sustain their concentration as well as possible and some complain that they are bored. However, children are generally happy and settle well. They are curious and show confidence as they talk to a visitor. Staff sensitively support children to manage their feelings and behaviour. They support children's health effectively and help them to learn about good hygiene practices. Children enjoy outdoor play and show confidence as they take reasonable risks, such as climbing and balancing on the equipment.

### Outcomes for children require improvement

Not all children make enough progress due to inconsistent teaching and lack of robust monitoring. Nevertheless, overall, children gain the basic skills needed in readiness for their eventual move on to school. Most children are confident, active and independent learners. They join in readily at group times and behave well. Children develop friendships and enjoy the company of their friends. They develop independence as they make choices in their play and some older children recognise their names in print.

## Setting details

<b>Unique reference number</b>	110745
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1096807
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	St Catherine's Pre-School Committee
<b>Registered person unique reference number</b>	RP523169
<b>Date of previous inspection</b>	14 March 2017
<b>Telephone number</b>	07745 909 348

St Catherine's Pre-School registered in 1992. The pre-school employs nine members of childcare staff. Of these, all but one hold recognised childcare qualifications. The pre-school opens Monday to Friday during school term times. Sessions are from 7.45 am until 12 midday Monday to Friday, with a lunch club and afternoon session until 3pm on Tuesday, Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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