

# Playdays Opportunity Group

Chellaston Community Centre, Barley Croft, DERBY, Derbyshire, DE73 1TU

<b>Inspection date</b>	13/11/2014
Previous inspection date	15/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children's welfare and safety is effectively assured because the staff and manager follows safe practices, and demonstrates a clear knowledge and understanding of their role and responsibilities with regards to safeguarding, recruiting staff and protecting children from harm.
- Staff's teaching is good because they are skilful in promoting children's language skills through the use of effective open-ended questions and positive interaction during the wide range of activities offered. As a result, children make good progress.
- Children are happy, self-assured and enjoy coming to the nursery. This is because key persons build strong and supportive relationships with children. They manage children's behaviour very well through the clear boundaries set by staff, and praise is given to promote children's self-esteem to a high level.
- Staff involve parents as partners in the pre-school. This relationship is based on regular, two-way communication to ensure children's individual needs are met.

### It is not yet outstanding because

- Staff do not always maximise the use of visual aids or children's home language, to fully support children who have English as an additional language to communicate.
- Most children do not choose books independently during their play. Those who do are disrupted. As a result, children are not always able to reinforce for themselves the pleasure and enjoyment that books can bring.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the provider who is also the manager and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play and snack times.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records, learning journal records, and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the documentation and the pre-school's policies and procedures.

## Inspector

Janice Hughes

## Full report

### Information about the setting

Playdays Opportunity Group was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community centre in the Chellaston area of Derby, and is privately owned. The pre-school serves families from the local and surrounding area. It operates from the main community hall and side rooms, and there is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 12.30pm on Monday, Tuesday and Thursday, and from 9am until 3pm on Wednesday and Friday. All children share access to a secure, enclosed outdoor play area. The pre-school employs seven members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3, four staff hold an early years degrees and two have Early Years Teacher Status. There are currently 55 children on roll whom all are in the early years age group. The pre-school supports children who speak English as an additional language and receives support from the local authority.

### What the setting needs to do to improve further

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

- engage children with English as an additional language more in using visual aids and their home language to further support their communication skills
- offer support for children to independently choose, appreciate and enjoy books, for example, by reviewing the organisation of the book area and ensuring that books can be enjoyed without disruption.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development. This is because staff understand how individual children play and learn and the quality of teaching is good. As a result, staff provide stimulating resources and challenging opportunities that encompass the seven areas of learning. Staff effectively liaise with parents and listen closely to children. Consequently, they are well aware of individual children's needs, personalities and preferences. Staff use this information to inform their starting points and plan activities that are suitable and reflect children's interests. Key persons are clear about what they hope individual and groups of children will learn, and a good focus is placed on promoting the prime areas of learning. As a result, children are progressing well in these areas and have a firm knowledge base from which they can learn new skills. Staff observe children regularly while they play. They effectively use the assessments of children's stage of development to identify children's next steps in their learning and inform their future

planning. Consequently, children's individual learning needs are met well. Staff and parents have an effective, two-way communication system to ensure that important information is exchanged in relation to children's progress and the next steps in their learning. Parents are provided with opportunities to enhance their knowledge of how children develop and learn and maximise their children's learning potential. For example, conversations, newsletters and displays around the pre-school provide them with additional information about the range of experiences enjoyed by their children. This helps parents to extend their children's learning at home. Staff use effective methods to track and note down children's achievements. These are used by key persons to identify any gaps in children's learning and to successfully complete the progress check for children between the ages of two and three years. This enables staff to identify when early intervention is needed. Consequently, children receive the appropriate support to meet their learning needs. Children who speak English as an additional language make good progress given their starting points. However, not all staff maximise the use of visual aids or children's home language to further help their communication skills. Staff have started to use some pictures to help children express their wishes and make choices but this practice is not yet embedded or used with all children. Also, some pictures are not sufficiently representative of the objects they are supposed to portray. Consequently, children are unable to easily match the actual object with the picture they are being shown and this hinders their ability to communicate their wishes.

Children successfully gain many of the skills they will need for school and future life. They take part in a wide range of adult planned and child-initiated activities that enhance their learning. Staff support children by modelling skills, offering choice, promoting independence, following the child's interests and enhancing their motivation for learning. Consequently, children display the characteristics of effective learning throughout the day. Children enjoy easy access to a large number of different kinds of objects and receptacles that inspire their curiosity and sense of exploration. For example, they select and then fill, shake, stack, knock down and manipulate a selection of sand and water toys. They are excited by the splashes produced by their actions and this encourages them to investigate further. As a result, children's senses are stimulated and they learn to use trial and error to solve problems. Staff understand the benefit of not constantly interrupting children's independent play, but remain close at hand to offer support, where necessary. Children demonstrate good physical skills and these are developed through outdoor play. Staff plan lots of experiences that encourage children to expend energy and develop balance and coordination. Children show skill as they use a selection of tools that help their hand and eye coordination and manipulative skills. For example, in the art and craft area of the pre-school, children paint using paintbrushes and carefully use scissors and glue spreaders to make hats for a national fundraising event. In addition, children experience open-ended resources and benefit from activities which have no adult defined learning objective. As a result, they express and develop their thoughts in imaginative play. For example, children carefully carry large blocks from the construction area to build a wall around the farm. They stack the blocks and tell the inspector, 'They are builders fixing the wall'. They also refer to a popular character who is a builder and begin to sing his song. Staff foster communication and language skills well. Children eagerly talk about what they are doing and staff cleverly use questioning techniques to encourage children to think and respond. The successful use of familiar songs and nursery rhymes engage children and develop their vocabulary and awareness of number language and rhyme.

Children participate in a stepping game as they go outside. They are developing early mathematical knowledge and skills as they listen carefully for the time, in order to know how many steps to take. While they are counting and walking the steps, they are learning number names, the notion that a number represents a quantity and one-to-one correspondence. It provides an opportunity for children to combine physical activities with learning about early numeracy. Staff expand this area of learning by using mathematical language and everyday routines, such as snack and cooking activities to help children learn about shape, space and measurement. Children develop their literacy skills as they enjoy stories, they sit attentively and listen. They answer questions and repeat the end of sentences with excitement. They are learning early writing skills efficiently, as some of the older children begin to write for a purpose, such as, writing sentences, shopping lists and writing their names accurately on their pieces of artwork. As a result, the children are demonstrating the characteristics of effective learners because they are making predictions and thinking. Children have opportunities to use books independently as staff have created a book area. However, they have situated it in the art and craft area and children, especially the younger children, do not access books. Children who do choose to go and look at the books are constantly disturbed by other children's play. As a result, children are not always benefitting from being able to reinforce the pleasure and enjoyment that books can bring. Staff cleverly draw children's attention to the many different things they see outside and this means that they learn about nature and the world about them. For example, children playing outside show a fascination for looking under logs, watching the trees blow in the wind and painting the wall using large brushes and water. Staff notice this interest and support their learning well to teach them about the changes in the weather. Furthermore, they invite children to draw pictures on a brick wall in the outdoor area. Consequently, children are able to express their creativity and develop their thoughts and ideas. Children develop their understanding of information and communication technology as they use the computer and thoroughly enjoy using cause and effect toys. They are fascinated by the sounds and lights the toys make, which helps them to investigate the actions and repeat the play. Children love using musical instruments. They shake and rattle them and move to the rhythm they make. This helps their creativity and provides opportunities for children to express their feelings in a fun way.

### **The contribution of the early years provision to the well-being of children**

Children receive a warm welcome, helping them to settle easily. Children forge trusting and caring relationships with key persons promoting a sense of emotional security. Staff recognise the importance of children feeling secure and having a sense of belonging in the pre-school. They have created a pre-school that is friendly and welcoming for children and offers a stimulating environment to promote children's learning. Children clearly enjoy their time at the pre-school and are confident and self-assured. Staff have implemented a well-established and effective key-person system, which helps children feel valued and respected. Each child is assigned a key person, who obtains comprehensive information from parents to support their child's welfare and progress. For example, the key person asks parents about home routines, comfort items, health needs and any areas of development requiring support. This shows parents that staff value information about the

way in which their children behave and learn at home. The key-person system is used effectively to promote children's emotional well-being. Staff are very positive in their interactions with children at all times and this helps children to feel emotionally secure. The settling-in process is effective and supports children in building strong relationships with staff. Staff manage children's behaviour very well and use praise effectively to raise children's self-esteem to a high level. Staff use words, such as 'brilliant' when children have completed activities. Staff talk to children about how they need to play nicely with their friends and that they should not push others because it will make them sad. This enables children to think about the effects their behaviour has on others, and therefore, promotes a more harmonious environment.

Children's independence is promoted effectively in each room. Rooms contain low-level furniture, which is very sturdy, and there is an abundance of open shelving and easily accessible resources to enable children to make choices in their play and learning. Children enjoy a wide range of equipment both indoors and outdoors and it supports children's curiosity and exploration very well. They have good space for children to move around safely as the rooms are spacious. Children have daily and frequent access to the outdoor play areas means that children are actively developing a healthy lifestyle, which has a positive impact for their future health. They have long periods of time where the playroom doors are left open so that children can choose to access both indoors and outdoors. As a result, children are developing a good understanding of the importance of exercise. Most of the children know the routines for hand washing at appropriate times, which have been embedded into practice. Staff are alert if children have used the toilet, reminding them to go back and wash their hands. Staff provide healthy and nutritional snacks of fruit and vegetables. They take account of any food allergies children have to ensure their safety. At snack time children have fruit, which they enjoy eating. Children take part in these sociable occasions with staff sitting with them encouraging conversation and good eating habits.

Staff are vigilant with regards to safety. They ensure all areas of the pre-school are clean, safe and maintained well. Children act sensibly and safely because staff regularly provide them with clear safety messages, for example, how to use the scissors carefully and not to run inside in case they fall over. Staff teach children about road safety during outings. Staff reinforce this and children practise on a frequent basis. For example, they use road signs and a zebra crossing as they ride their bicycles and cars outside. Staff effectively support older children moving onto other settings. They talk to them about what to expect and skilfully introduce activities that encourage them to sit for longer periods, listen and take turns in their play. Many older children move onto a nearby school. The owner arranges frequent visits to the school and consequently, children are familiar with the environment and this helps their preparation for the move. Key persons send summaries of the children's learning, so that continuity of learning and care continues.

### **The effectiveness of the leadership and management of the early years provision**

The manager, who is also the owner, has good leadership and management skills. She demonstrates a very good understanding of her responsibility to meet the requirements of

the Early Years Foundation Stage. The manager and her team have worked extremely hard since the last inspection and clearly implemented all the actions and recommendations of the last inspection. Staff are vigilant with regards to safety. They ensure the pre-school premises are secure and that children do not leave without supervision. Visitors are also well supervised while on the premises. All staff have attended safeguarding training and know what to do should they have any child protection concerns. The manager, who is the designated child protection officer has attended an advanced safeguarding course and implemented new procedures. For example, the safeguarding policy meets requirements and the rigorous recruitment and vetting procedures have been reviewed. Consequently, all staff working in the pre-school have appropriate checks, for example, Disclosure and Barring Service checks, references and detailed inductions, to ensure they are suitable to care for children. The manager has put in place comprehensive risk assessment procedures so that potential safety risks are promptly identified and effectively minimised. Staff carry out daily checks to ensure the premises, indoors and outdoors, are safe and suitable for children to use. The manager has the required documentation in place, such as recording systems for accidents and attendance.

The manager and staff clearly understand the learning and development requirements and ably support all children's progress. The key persons assess children's progress regularly and this enables them to reduce any gaps in a child's learning. The manager is developing a monitoring process so they can more easily compare groups of children across the areas of learning, to ensure progress is positive for all. Parents, the local authority adviser and staff have been involved in the putting together the development plans, which clearly show good capacity to sustain improvement. Children who speak English as an additional language are supported by staff and outside agencies, to ensure they also progress given their starting points. The manager has effective procedures in place to improve, monitor and assess staff performance. She provides effective staff supervision and appraisal systems to ensure that all staff receive constructive feedback on their performance. Staff's personal and professional development is actively promoted and successfully used to maintain high standards of care and education. The manager arranges for in-house training for staff, which occurs on a regular basis. For example, staff describe how recent training about behaviour management has improved how they deal with behaviour issues in a positive manner. Furthermore, staff cascade knowledge gained through training delivered by external agencies to the manager and the whole staff team. Staff work very well together as a team to ensure the children and their families receive high quality care and learning.

The manager and staff successfully work in partnership with parents and other professionals. This ensures that children's individual needs are promptly identified and supported, and they receive consistency of care. Strong links have been forged with local schools and staff are well aware of local and national support mechanisms. Staff welcome the advice and support from the local authority. Parents and staff have strong and friendly relationships. Parents speak highly of the pre-school and those interviewed during the inspection commented on how well staff know their children and effectively support their progress and welfare. Parents particularly like the way that children of all ages are, in the main, cared for in one room. This allows siblings to be together and for children to learn from each other. Parents routinely share information about their children, so there is an

effective, two-way communication to aid children's care to help staff meet children's individual needs well. The manager and staff team demonstrate that communication is a strength of the pre-school and this helps support effective partnership working.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	206146
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	977135
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Linda Winter
<b>Date of previous inspection</b>	15/05/2014
<b>Telephone number</b>	07842097445

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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