

Blackfordby Pre-School Playgroup

Village Hall, Sandtop Lane, Blackfordby, Swadlincote, Derbyshire, DE11 8AL



Inspection date 20 January 2015
Previous inspection date 13 January 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- In planned creative activities children do not have enough opportunity to plan, think, create and test their own ideas.
- Planning and assessment are not monitored well enough to ensure that all aspects of the areas of learning in the Early Years Foundation Stage are covered in enough depth to challenge all children.
- Arrangements for staff to have one-to-one discussions with the manager providing opportunities for them to discuss key children, sensitive issues and their own professional development are not frequent enough.
- The manager does not always follow rigorous recruitment procedures, for example, by taking up at least two references or asking for an employment history.
- Self-evaluation is not effective enough in identifying the strengths and weaknesses of the pre-school, or how the views of parents, staff, children or other partners are used.

It has the following strengths

- Children are confident and happy in the pre-school. Staff support them well to settle in and become familiar with the daily routines.
- Staff set out a wide range of equipment and activities. Children move freely between activities, independently choosing what they will do next.
- Parents receive helpful support and guidance if they identify an area of particular need, for example, with settling a child into pre-school or sleep routines at home.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that there appropriate arrangements in place for the supervision of staff and that this includes opportunities to discuss any issues – particularly concerning children’s development or well-being; identify solutions to address issues as they arise; and receive coaching to improve their personal effectiveness
- implement effective systems to ensure that practitioners, and any other person who is likely to have regular contact with children, are suitable
- improve the planning to identify and enable monitoring of a balance of activities for all areas of learning.

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

- improve the system for self-evaluation so that it includes greater participation from staff, children, parents and relevant agencies and is periodically reviewed and developed to identify strengths and weaknesses and the action needed to drive improvement
- develop planning of focused activities so that children have improved opportunities to plan, create, critically think and test out ideas.

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that practitioners, and any other person who is likely to have regular contact with children, are suitable
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Inspection activities

- The inspector observed activities in the playroom and the outdoor learning environment.
- The inspector held a meeting with the manager.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Joanne Mary Smith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children independently access a wide range of equipment in the playroom and outdoor area. Some thought is given to the presentation. Tented areas entice children to use them to read books. Other areas, such as the role play area, are not well organised and children do not settle to play in them. Children, including those who need extra support, make steady rather than good progress. Staff do not use their basic knowledge of the areas of learning well enough to plan challenging learning opportunities for children. Instead, they plan the equipment they will provide and activities linked to a theme and what children have asked for. Creative activities are linked to the current theme, but not enough consideration is given to what children will learn or how they can be challenged. Boats built by children, for example, were all made from the same type of container with a pre-cut sail shape attached to a straw. Staff had some thoughts about what they wanted children to learn, but this was limited to asking about whether the boats floated, without expanding or exploring further with the children.

The contribution of the early years provision to the well-being of children requires improvement

Children enjoy their time at the pre-school and older children understand and follow the daily routines. New children and children who struggle to separate from their parents are given good one-to-one support because staff take time to work with parents. Children behave well most of the time, but when they lose interest in what is on offer at the pre-school they run around. Staff intervene appropriately and support children to find somewhere else to play when this happens. Older children are developing friendships and spend time playing imaginatively when outdoors on wheeled toys and indoors in tented areas. All children confidently approach the staff for help and support. Circle and story times are used well by staff to help children to practise sitting, listening and concentrating in preparation for starting school; skills which older children model successfully for the younger children.

The effectiveness of the leadership and management of the early years provision requires improvement

Managers understand their responsibilities to support children's health, safety and well-being and have made progress since the last inspection. Monitoring of the quality of teaching, planning and assessment is still not robust enough. Managers evaluate the provision but do not do this periodically or use information from parents or the local authority to focus their improvements. There are some systems in place to annually review staff practice and professional development. Arrangements for staff to meet with the manager in between times are too informal and infrequent. Staff attend training to improve the quality of teaching. They apply it to their practice, but not always effectively enough. There is a system in place to assess the suitability of staff working with children. However, the range of checks and records completed are not rigorous enough. Safeguarding policy and procedures are in place and staff are aware of what to do if they have a concern about children's welfare. The staff group work well as a team and have

warm and friendly relationships with parents.

Setting details

Unique reference number	226195
Local authority	Leicestershire
Inspection number	1000923
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	17
Name of provider	Blackfordby Playgroup Committee
Date of previous inspection	13 January 2014
Telephone number	07722127793

Blackfordby Pre-School Playgroup opened in 1981 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is run by a committee and operates from Blackfordby Village Hall. The setting serves the local community and surrounding villages. The accommodation consists of one large hall with associated toilet and kitchen facilities and an outdoor play area.

The playgroup opens Monday to Friday from 9.15am to 12.15pm during school term times. There are currently 17 children aged from two to four years on roll. The setting receives funding for the provision of free early education for two-, three- and four-year-olds.

The playgroup employs four members of staff. Of these, three hold appropriate early years qualifications at level 3 and one is unqualified. The setting receives support from local authority and is a member of the Pre-school Learning Alliance.

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