

Breadsall Playgroup

Memorial Hall, Brookside Road, Breadsall, Derby, Derbyshire, DE21 5LF



Inspection date

21 April 2015

Previous inspection date

9 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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		Good	2
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:

- The quality of teaching varies. Not all staff have a good understanding of how to encourage learning effectively. Consequently, not all children make good progress.
- Children do not always benefit from well-planned activities and experiences that promote their communication and language development. As a result, some children do not have the key skills needed for their next stage of learning.
- The manager and committee do not consistently monitor teaching practice to identify strengths and weaknesses. This means that some systems for performance management do not promote continued improvement in the quality of teaching.
- The management team do not use robust systems to fully evaluate the overall quality of the playgroup.

It has the following strengths

- Children benefit from close relationships with the staff and each other. This means that children are happy and feel settled at the playgroup.
- Staff make use of effective strategies to manage challenging behaviour. As a result, children learn how to play cooperatively and behave appropriately.
- The manager and committee have developed a sound understanding of the safeguarding and welfare requirements. This promotes the welfare of the children.
- Parents speak positively about the playgroup and are kept informed about children's development so they are able to support their child's learning at home.

What the setting needs to do to improve further

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

- improve the quality of teaching by developing staff's knowledge and understanding of how children learn actively, play and explore, create and think critically, in order to consistently promote children's good progress
- develop planning so that children are provided with a stimulating range of experiences and activities, which support the acquisition of communication and language skills.

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

- develop the use of supervision, appraisal and monitoring to ensure staff receive the most appropriate training, to improve the quality of teaching
- evaluate practice further, by seeking the views of others, in order to identify clear and accurate targets to bring about improvements to the quality of the setting.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and committee members.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the playgroup and a range of other documentation, including policies and procedures.

Inspector

Elaine Tomlinson

Inspection findings

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

Staff know the children well. They observe them to identify their interests and next steps for learning. Overall, staff plan opportunities to encourage most children to make reasonable progress in their learning and development. Some staff have a sound knowledge of how children learn best and skilfully encourage and motivate children to develop and extend their thinking. However, other staff do not always interact with children effectively, or provide children with sufficient challenge during play activities. At times, they over direct children's play and tell them what to do. This means that some children do not develop the skills needed to learn and discover for themselves. Some staff do not always effectively promote activities that encourage children to develop their communication and language skills. For example, they do not model the good use of language, or effectively use visual aids to strengthen children's understanding.

The contribution of the early years provision to the well-being of children is good

The playgroup has a relaxed and cheerful atmosphere. Staff are kind, attentive and share warm interactions with children. Children are confident, happy and feel secure. Staff organise the routine of the day to ensure that children have enough opportunity to explore the environment. For example, children move freely between the stimulating indoor and outdoor areas. Children's behaviour is good. Staff provide clear and consistent boundaries and offer praise and encouragement for children's efforts. This helps to build good self-esteem. Children's good health is well promoted. For example, they routinely wash their hands and are provided with nutritious drinks and snacks. Teachers are invited in to the playgroup to meet with the children. Additionally, children participate in regular visits to the school. This helps to prepare children for the changes ahead.

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

The management team have taken appropriate steps to address the actions raised at the last inspection. They ensure that systems to check that staff are suitable to work with children are fully implemented. Staff make use of daily safety checks to manage risk and ensure that the well-being of the children is not compromised. The manager has developed systems to monitor children's progress appropriately. Therefore, staff are more accurately identifying gaps in learning and are planning for individual children's development. Staff are provided with a programme of supervision. They are encouraged to identify any training they are interested in. However, the quality of teaching and learning is not effectively monitored. Therefore, some areas of weakness are not accurately identified in supervisions or appraisals. While most staff hold relevant qualifications, areas of practice where improvement is most needed are not targeted for further training. As a result, the quality of teaching and learning is variable. The management team do not gather the views of others in order to fully reflect on practice. As a result, some areas for development are not identified, to foster a culture of continuous improvement.

Setting details

Unique reference number	509208
Local authority	Derbyshire
Inspection number	1001618
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	25
Name of provider	Breadsall Pre School Playgroup Committee
Date of previous inspection	9 December 2014
Telephone number	07857630529

Breadsall Playgroup was registered in 1992. The playgroup employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and one has level 2. The playgroup opens from Monday to Friday during term time. Sessions are from 9am to 12 noon on a Monday, Thursday and Friday and from 9am to 3.30pm on a Tuesday and Wednesday. The nursery provides funded early education for two-, three- and four-year-old children.

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