

# Breedon Play And Learn Group



St. Hardulphs C of E Primary School, Main Street, Breedon-on-the-Hill, Derby, Derbyshire, DE73 8AN

<b>Inspection date</b>	12 October 2015
Previous inspection date	5 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are happy, confident and secure in this warm and welcoming pre-school. The strong attachments staff build with them support their personal, social and emotional development effectively.
- Staff provide an exciting and interesting educational programme using a wide range of resources. Children are motivated to play and learn.
- Good links have been established with local schools, outside agencies and other settings children attend. This promotes a shared approach to children's learning and contributes to continuity of care.
- Children's physical development is promoted very well because all of them have regular opportunities to play in a stimulating outdoor environment.
- Partnerships with parents are a key strength of the pre-school. Parents are regularly invited to attend events such as coffee mornings. This allows parents to be involved in their child's early education as they see them play, talk to key persons and view their development records.

### It is not yet outstanding because:

- Occasionally, staff do not give children enough time to think and consider how best to respond to questions.
- Staff do not always adjust their teaching accordingly when working with groups of children of mixed ages and abilities.

## What the setting needs to do to improve further

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

- enhance staff teaching skills to ensure they give children more time to think and respond to questions
- improve the planning and teaching of adult-led activities to ensure the needs of each child is fully considered and they make the best possible progress.

### Inspection activities

- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journey progress records, the planning documentation, evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff continually reflect on how they can enhance all aspects of the provision. Monitoring and evaluation are thorough and include the views of children, parents and staff. The manager uses a detailed tracking system to check the progress children are making. Any gaps in learning are identified and focused plans are put in place for individuals or groups of children. However, staff do not always consider the different ages and abilities of the children when planning adult-led activities for groups of them. This means that occasionally some children find activities too easy and others find them too difficult. The arrangements for safeguarding are effective. All staff have a clear understanding of the safeguarding and welfare requirements. The suitability of staff is checked and robust policies and procedures are in place. All staff are qualified and are supported in their professional development. Ongoing training ensures that staff gain new skills to improve teaching and learning to benefit all children.

### Quality of teaching, learning and assessment is good

Staff make detailed observations, accurately assess and plan for children's next steps in learning. They follow children's interests to extend their play and learning. For example, when children became fascinated by mixing sand and water, staff provided bricks and real tools for children to use. Children used social skills to work together to build and construct. They used a spirit level to check that their building was straight, learnt about how things work and how to use new language to describe this; they explained that when 'the bubble is in the lines' the building is level. Staff use good teaching skills to support children's language and communication skills throughout their daily activities and routines. They constantly interact with children, encouraging new vocabulary and asking questions. However, at times, staff are too eager to move on when asking questions. This does not always give children enough time to consider how best to respond.

### Personal development, behaviour and welfare are good

A gradual settling-in process allows parents and children to quickly become familiar with staff and the environment. Staff work closely with parents to ensure children are happy and settled. Children learn about the importance of leading a healthy lifestyle. They develop a positive attitude towards healthy eating because they are provided with nutritious balanced meals and snacks. Staff place a high priority on physical exercise and join children for an action filled 'wake up, shake up' session at the start of each day. Children thrive in the outdoor areas. Staff have skilfully developed a wealth of stimulating and interesting outside activities to support children's physical skills. Children enthusiastically climb trees, balance on tyres and stack crates. Staff are good role models and teach children to share, take turns and be kind to their friends.

### Outcomes for children are good

Overall, children make good progress in all areas of learning. Staff promote children's independence and self-care skills well. Children self-register on arrival, pour their own drinks and put on their own coats and boots for outdoor play. They are gaining the key skills needed for later learning and school life.

## Setting details

<b>Unique reference number</b>	226196
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	866266
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Breedon Play and Learn Group Committee
<b>Date of previous inspection</b>	5 March 2012
<b>Telephone number</b>	07982 630824

Breedon Play And Learn Group was registered in 1977. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The manager is qualified to degree level. The pre-school operates on Mondays, Wednesdays, Thursdays and Fridays from 9am to 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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