

Playstop and Little Owls

Rankin Hall, Lorenzo Drive, Liverpool, L11 1BG



Inspection date	23 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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 manager does not ensure that there is a minimum of one member of staff on site at all times who holds an up-to-date paediatric first-aid qualification. This compromises children's safety.
- Arrangements for staff supervision are not implemented with sufficient focus to guide, coach or support them to develop their skills and improve the quality of teaching they provide for children.
- Some staff do not plan activities that take account of children's emerging learning needs or offer suitable challenges.
- Generally, staff develop good relationships with parents and children and they settle into the pre-school well. However, staff are not consistent in gathering initial information from all parents about how they can best support children as they first attend the pre-school.

It has the following strengths

- Staff make good use of the outside space. It is a rich environment that captures children's interests and covers all the areas of learning.
- Children's independence is promoted well and they take on special helper roles. They set the tables for snack, dress themselves and independently choose resources they wish to play with. This supports the skills that will be needed for their future learning.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that at least one member of staff holds a current paediatric first-aid qualification and that this person is on site at all times 	26/04/2016
<ul style="list-style-type: none"> ■ establish effective ways to support staff to promote continuous improvement in the quality of teaching and learning and raise it to a consistently good standard 	12/04/2016
<ul style="list-style-type: none"> ■ ensure that planning responds to the emerging needs of children, so they are supported to make good progress in their learning and development. 	12/04/2016

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

- ensure that initial information is consistently gathered from all parents when children first start and raise the quality of support offered to them.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager who is also the registered provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Kellie Lever

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The manager and staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities if they have any concerns. The manager has thorough recruitment and induction processes in place to ensure suitable staff are employed. However, she does not ensure that there is a member of staff on site at all times who holds an up-to-date paediatric first-aid qualification. This compromises children's safety. Staff are well qualified and have access to additional training. They attend regular meetings with the manager to discuss children's development and any gaps in their learning. However, these do not focus enough on staff's individual development needs or improvements to teaching that enhance the quality of the provision for children.

Quality of teaching, learning and assessment requires improvement

Observation, assessment and planning systems are in place. However, the quality of planning for the next steps in children's learning is not consistently good. Some staff do not plan for their key children's emerging needs. Too much focus is placed on what staff already know children can do well. Some children's learning is not adequately challenged. However, some children are supported well and they take part in planned activities that explore textures and observe how these change, such as melting chocolate. Children's communication and language skills are further supported as staff ask appropriate questions, such as how and why things happen. This helps encourage children to express their thoughts and ideas and increases their motivation to learn.

Personal development, behaviour and welfare require improvement

Children's safety and welfare are not always assured. At times there is not a member of staff on site who holds a relevant paediatric first-aid certificate. Overall, children are confident, happy and settle at the pre-school well. However, the initial information from parents when their child first starts is inconsistent. Some children join the setting, including children with English as an additional language, and staff do not always know how best to support their emotional and developmental needs. Children's physical skills are supported well. They are active and have access to fresh air in the large outdoors. Hygiene procedures are carried out. Children wash their hands before eating food and understand it is to wash away germs. Furthermore, children are given a choice of healthy food. This all contributes to children's understanding of the importance of leading a healthy lifestyle.

Outcomes for children require improvement

Overall, most children are making some progress. However, some children's learning needs are not always effectively met. Children behave well and staff promote great values. Children use their manners, share resources and make friends. This develops their social skills and, generally, prepares them for school.

Setting details

Unique reference number	EY478480
Local authority	Liverpool
Inspection number	983857
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	17
Name of provider	Julia Clarke
Date of previous inspection	Not applicable
Telephone number	01512264374 07763892050

Playstop and Little Owls was registered in July 2014. It employs seven members of childcare staff. Of these, six have appropriate early years qualifications between level 3 and level 6 and one has Qualified Teacher status. The pre-school opens Monday to Friday from 8.45am until 12.45pm during term time only. The out-of-school club opens Monday to Friday from 3pm until 6pm during term time and from 8am until 6pm during school holidays. The setting supports children who have English as an additional language.

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