

Schools Out Derby Limited & Play 2 Learn Preschool

121 Oaklands Avenue, Littleover, DERBY, DE23 2QL



Inspection date

12 April 2016

Previous inspection date

14 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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 quality of teaching is too variable. Staff do not consistently teach communication and language or mathematics effectively enough. Staff do not provide children with activities that extend their learning.
- Arrangements that monitor the quality of teaching are not effective enough to ensure consistently good practice. Children are progressing at a steady rather than good rate.
- The programme for mathematics is weak. There are few opportunities that help develop children's understanding of numbers, shape, space and measurement.
- Staff do not consistently provide clear messages that help promote children's understanding about how to stay healthy.

It has the following strengths

- The provider, manager and staff are committed to improving the quality of care and learning they provide. The manager has identified some of the strengths and weaknesses of the setting. She has put together an appropriate action plan.
- Children are cooperative and readily participate in activities. They are becoming increasingly independent. They put on their own coats to go outside to play and help tidy up at the end of the session.
- Staff work well in partnership with other professionals and support children's individual needs and development. They work well together and provide some continuity in children's care and learning.

What the setting needs to do to improve further

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

	Due Date
■ improve the monitoring of teaching and use these findings to develop precise targets aimed at tackling weaknesses in the quality of teaching, paying particular attention to the teaching of communication, language and mathematics and extending children's learning	31/07/2016
■ improve the programme and teaching for mathematics and ensure the children have opportunities that help them improve their mathematical skills and begin to understand about numbers, shape, space and measurement.	31/07/2016

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

- develop opportunities for children to learn about the different elements that help to keep them healthy.

Inspection activities

- The inspector spoke to the provider, staff and children. She also held discussions with the manager.
- The inspector observed activities indoors and outside, including meal and group times.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment and learning records, and the planning documentation.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability and qualifications of staff working with the children. She sampled some of the policies and procedures and reviewed the pre-school's action plan.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

Overall, the provider and manager have taken appropriate steps to address actions and recommendations from the last inspection. The manager has worked closely with support agencies. Staff work well as a team. They have attended various training courses that have updated their knowledge and enhanced some of their skills. The manager checks on children's progress to identify any gaps. However, the monitoring of staff performance lacks focus. The manager has not yet established effective ways of ensuring the quality of teaching is consistently good. Arrangements for safeguarding are effective. Management and staff have a secure understanding of child protection issues and safeguarding procedures. They understand how to keep children safe from harm. The manager and staff have established effective relationships with most parents. They share information that helps children's care and learning.

Quality of teaching, learning and assessment requires improvement

Staff demonstrate an appropriate awareness of each child's development. They observe children and identify their next steps in learning. There is a balance of free choice play and focused activities that helps staff promote learning. However, teaching is not good enough. Some staff do not teach communication and language or mathematics effectively. In addition, staff do not consistently extend or set appropriate challenges for children. In spite of this, children take part in creative play and use the role-play area well. Younger children use their imagination and dress dolls, with support from staff. Older children use equipment, such as scissors and play dough tools, effectively. They roll, cut and squeeze the dough to make their creations. Children are excited as they play in the mud kitchen. Staff support children in the area well and encourage them to explore and investigate as they play with the compost.

Personal development, behaviour and welfare require improvement

Staff are warm and caring towards the children and take time to get to know them. When children show signs of being upset, staff respond quickly, offering reassurance. Children are well supervised and cared for in a safe environment. Staff provide opportunities that help children learn about the local community and develop an understanding of other people and families. Children benefit from healthy snacks and regular exercise. However, staff do not consistently provide clear messages about healthy eating. Staff promote positive behaviour management. Children are developing friendships and are beginning to show care and kindness towards each other. Staff help children to move from the pre-school on to school.

Outcomes for children require improvement

Children, including those who receive funding, are making some progress given their starting points. They are acquiring some skills for future learning. For example, children are developing suitable literacy skills. Most children are attentive and listen to stories. They are beginning to recognise their own name when they self-register and have opportunities to explore with making marks. However, some older children are not progressing well enough in mathematics and communication and language.

Setting details

Unique reference number	EY466991
Local authority	Derby, City of
Inspection number	1041556
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 - 12
Total number of places	18
Number of children on roll	49
Name of provider	Schools Out Derby Limited
Date of previous inspection	14 January 2014
Telephone number	07443496656

Schools Out Derby Limited & Play 2 Learn Preschool was registered in 2013 and is privately owned. The pre-school opens Monday to Friday from 9am until 3pm, during term time only. The provision also runs a before- and after-school facility which operates from 7.30am to 9am and from 3.30pm to 6.30pm. There are five members of childcare staff, four of whom hold an early years qualification at level 2 or 3. The pre-school receives funding for free early education for two-, three- and four-year-old children.

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