

# Boulton Lane Park Pre-school Playgroup



Boulton Lane Community Centre, Boulton Lane, Derby, Derbyshire, DE24 0BD

<b>Inspection date</b>	19 April 2016
Previous inspection date	13 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Staff do not have suitable safeguarding training or knowledge. The written safeguarding policy is not up to date.
- Staff do not receive enough support, advice and guidance from the manager about what they should do if they are concerned about the welfare of a child.
- The manager has failed to ensure that staff working at the pre-school have updated their qualifications in paediatric first-aid practice.
- Staff do not always gather enough information from parents about what their child already knows and can do when they first start.

### It has the following strengths

- Staff provide an imaginative environment for children to play and learn in. Their skilful interaction, together with a wide range of high-quality toys and resources, means that children are always engaged in purposeful play.
- The quality of teaching is consistently good. Staff motivate and challenge children as they provide activities based on their next steps in learning. This has a positive impact and children make good progress from their starting points.
- Children are well behaved. They are learning to take turns and negotiate. Staff encourage children to be kind to one another and to take care of their friends.

## 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:

	<b>Due Date</b>
■ train all staff to understand the safeguarding policy and procedures, and ensure that all staff have up-to-date knowledge of safeguarding issues so that they can identify signs of possible abuse and neglect at the earliest opportunity and respond in a timely and appropriate way	06/06/2016
■ ensure that the safeguarding policy is in line with the Local Safeguarding Children Board procedures	06/06/2016
■ ensure that at least one person who has a paediatric first-aid qualification is available at all times when children are present.	06/06/2016

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

- develop ways to encourage parents to share more information about what their child already knows and can do when they first start.

### Inspection activities

- The inspector had a tour of the premises with the manager.
- 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 manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff.
- The inspector took account of the written views of parents.

### Inspector

Josie Mapes

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. Staff have not received appropriate safeguarding training. They are not clear about how to report concerns and allegations to the appropriate authorities. The pre-school's safeguarding policy has not been recently updated and does not include information about how to contact the Local Safeguarding Children Board. An out-of-date policy and a lack of strong leadership in this area mean that no one is clear about the procedures to follow to ensure children are safeguarded. Children's safety and well-being are further compromised by a lack of qualified first-aid staff. There are not sufficient numbers of appropriately qualified staff to ensure that there is always a first aider present with children at all times. The manager coaches and supports staff to improve the quality of their teaching.

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

Staff know the children they care for well and they observe and assess their key children's progress accurately. They identify any gaps in children's development and make timely interventions if children are in need of additional support. Staff work together with parents to help children settle when they first start. However, they do not always encourage parents to give them information about what their children can do before they start. Partnerships with parents are strong and they are complimentary about the care their children receive. Staff give parents ideas about what they can do to support children's learning at home. Staff use good teaching skills to maintain children's concentration and develop their listening skills. They make learning fun and children eagerly join in with various activities and games based on their interests and next steps in learning.

### **Personal development, behaviour and welfare are inadequate**

Children's safety and well-being are put at risk due to the significant weaknesses in safeguarding practice and a lack of qualified first-aid staff. Despite this, children demonstrate that they are happy at the pre-school. They separate happily from parents and carers and have clearly built secure relationships with their key persons. Children's health is well promoted. They enjoy regular exercise as part of their small-group activities. They join in enthusiastically with star jumps, counting together as they take part. Staff help children to understand what is happening to their bodies as they exercise. Children have regular access to the well-resourced outdoor area and enjoy regular trips to the local park and woodland.

### **Outcomes for children are good**

Children are making good progress in their learning and development from their starting points. They enjoy dressing up as builders in the construction area and eagerly discuss their plans for a house they would like to build. They use good problem-solving skills to work out how to fix a shelf onto the wall. Children are developing skills and attributes that they need for school and the next stage in their learning.

## Setting details

<b>Unique reference number</b>	206124
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	854406
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Catherine Helen Maydew
<b>Date of previous inspection</b>	13 June 2011
<b>Telephone number</b>	07580206659

Boulton Park Pre-school Playgroup was registered in 1992. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The setting opens on Monday, Tuesday, and Thursday from 9am until 1pm, and on Friday between 9am and 12pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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