

# The Pre-School Play Station

The Village Hall, Station Road, Broughton Astley Leicester, Leicestershire, LE9 6PT

<b>Inspection date</b>	29 April 2016
Previous inspection date	15 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
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:

- Not all staff regularly observe the children to identify their level of achievement and interests, in order to plan support and activities that promote their successful learning.
- The provider is unable to demonstrate that written records of accidents and the first aid administered are maintained.
- Leadership and management systems for monitoring staff practice are not fully effective in ensuring that every child makes as much progress as they can.

### It has the following strengths

- Staff are encouraged to contribute to identifying the setting's strengths and areas for improvement. Parents are also asked for their opinions to help management to develop ways to move forward and improve outcomes for children and their families.
- Children's emotional security is supported. They happily separate from their parents on arrival and are keen to play with their friends. Children share warm relationships with the staff who care for them.
- Children behave generally well. Staff regularly intervene when the children play being superheroes and become a little too boisterous. Children are helped to begin to understand how to be kind and gentle and not hurt one another.
- Staff have created a welcoming indoor environment. Children have easy access to a good range of resources and freely initiate their own play.

## 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>
■ ensure that observation and assessment are consistently used by all staff to plan effective activities and support, in order to help all children make best progress	05/05/2016
■ keep a written record of accidents or injuries and first-aid treatment administered.	05/05/2016

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

- extend procedures for monitoring and improving the quality of teaching to ensure that all children are suitably challenged and make as much progress as they can.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector conducted observations of the activities and evaluated the teaching methods with the manager.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation, including the setting's self-evaluation.
- The inspector checked evidence of staff's suitability, qualifications and training.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Hayley Lapworth

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Children are supervised at all times throughout their play both indoors and outside. Effective risk assessments are undertaken and all areas used by the children are safe and secure. However, some documentation is not available for inspection. Monitoring of staff practice is not fully effective to ensure that the quality of observations, assessments and planning for children's learning is consistent across the staff team. The manager has identified some areas for improvement and has accessed training for staff to attend. For example, all staff have access to courses in first aid and safeguarding children. Suitable arrangements are in place to work in partnership with parents and carers and some attempts are made to work in partnerships with other providers. Some parents are complimentary about some aspects of the care provided. They appreciate that staff are warm and friendly towards their children.

### **Quality of teaching, learning and assessment requires improvement**

Some staff have a sound understanding of children's individual developmental needs. They are aware of each child's current stage of development and what they need to do next to make progress. However, the inconsistencies in observation, assessment and planning mean that next steps in learning for all children are not identified. Some of the activities are fun and are enjoyed by children. There is a suitable balance of planned adult-led activities that stem from the children's interests and opportunities for children to lead their own learning. One example of this is following the children's observations of the changeable weather; staff support them in making a weather dial. This helps the children learn about how a rainbow is created. Children choose what they would like to play with and they confidently move from one activity to another.

### **Personal development, behaviour and welfare require improvement**

Children are learning about how to keep themselves safe. For example, they hold a rope to learn how to stay together and safely cross the road that leads to the outdoor play area. Staff spend time with parents before children start at the pre-school, finding out about their individual needs. Parents are verbally informed of accidents involving their children that are sustained at the nursery. However, the provider is unable to demonstrate that written records are maintained. Children have opportunities to manage their self-care needs. They wash their hands before meals and after using the bathroom. Children's self-esteem is promoted. Staff take some opportunities to praise them for their efforts and achievements. For example, children are praised for sharing and listening to staff when they remind them how to behave.

### **Outcomes for children require improvement**

Children are acquiring some skills across the seven areas of learning to prepare them in readiness for the move on to school. Staff obtain some information from parents to determine children's starting points. Most children's learning builds on what they already know and can do, and they reach expected levels of achievement. However, some children are not making as much progress as they might. This is due to the inconsistent approach towards observation, assessment and planning for children's future learning.

## Setting details

<b>Unique reference number</b>	226492
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	864384
<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>	52
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Sandra Rushforth
<b>Date of previous inspection</b>	15 March 2012
<b>Telephone number</b>	07962104553

The Pre-School Play Station was registered in 2001 and is privately owned. It employs eight members of staff, all of whom hold early years qualifications at level 3 or above. The pre-school opens term time only, Monday to Friday from 8.30am to 3pm. It provides funded early education for two-, three- and four-year-old children.

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