

Boulton Lane Park Pre-school Playgroup



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

Inspection date

13 September 2016

Previous inspection date

19 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- Systems to manage the performance of staff are not fully established. They do not always help staff to improve their personal effectiveness.
- Staff do not always guide children's learning well enough to help them to move forward quickly in their learning. They do not always organise resources effectively to enable children to fully engage with activities or choose additional resources.
- Managers do not have a good enough understanding of the requirements for the progress check for children aged between two and three years. They do not encourage parents and carers to share the information with relevant professionals to ensure there is consistency of support for children.
- Information sharing between staff, parents and carers and other professionals is not always effective enough to promote consistency in children's learning experiences.

It has the following strengths

- The playgroup has made improvements to the safeguarding practice since the last inspection. Staff know what to do if they have any concerns. The safeguarding policy is reflective of local procedures. The majority of staff have undertaken training in first aid to ensure that there is always a qualified first-aider on site.
- Staff are consistent in managing children's behaviour. They give clear and firm reminders about their expectations, sharing and taking turns. They effectively distract younger children so as not to disrupt others, for example, in group activities.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ strengthen the performance management of staff and provide appropriate support, coaching and training to improve their personal effectiveness so that children benefit from good quality learning and development experiences 	15/02/2017
<ul style="list-style-type: none"> ■ improve teaching and ensure that staff guide children's learning through purposeful play to support them to make good, or better, progress in their learning 	15/02/2017
<ul style="list-style-type: none"> ■ encourage parents and carers to share information from the progress check for children aged between two and three years with other relevant professionals, including the health visitor, to support integrated working. 	15/02/2017

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

- make better use of the resources to keep children fully motivated and interested in activities
- strengthen the partnership with parents and carers to gather more information about children's achievements, including when they first start at the setting, and provide more information about what children are learning next so that parents and carers can support children's learning at home.

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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a small selection of parents and carers during the inspection and took account of their views.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers do not monitor the performance of staff well enough. They are not robust in evaluating the quality of teaching. They do not always identify what staff need to improve upon or how they can improve. Nevertheless, they do regularly evaluate the session to identify whether it is meeting the needs of all of the children. The arrangements for safeguarding are effective. Staff are vigilant in monitoring children's attendance. Staff organise themselves so that they supervise children throughout the session. The manager undertakes frequent checks on the premises to ensure that they are suitable for children. Staff regularly review their observations of children's achievements to check on any gaps in learning.

Quality of teaching, learning and assessment requires improvement

Staff do not always effectively support children's learning. They do not always interact well enough with children during play. On occasions, some of the staff watch the children, or sit and comment on what they are doing, rather than help them to move forward in their learning. Staff regularly observe children to establish their stage of development and ongoing achievements. They make effective use of this information to determine what children need to learn next. When planning activities, staff take into account what skills children will need for school so that they are suitably prepared. Children participate in free play as well as group activities. Staff adapt the length of the group activities so that younger children do not become restless.

Personal development, behaviour and welfare require improvement

Staff do not encourage parents and carers to share the progress check for children aged between two and three years with other professionals. As a result, they are not ensuring that they can always provide consistent support for children's welfare and learning. Staff provide effective support to help children to settle within the playgroup and, as a result, they are secure and comfortable. Children of all ages are confident to play independently and to approach staff if they need something. Parents and carers comment on how friendly and approachable the staff are and how they welcome the children. Staff provide effective support for children to help them to prepare for the move on to other settings. Staff provide regular activities that help children to learn about good health and hygiene. For example, they talk about the effects of exercise on the body before and after the daily action-song activity.

Outcomes for children require improvement

Children are not yet making good progress in their learning because of the weaknesses in teaching practice. Children occasionally play alongside, rather than with, each other during free play, as staff do not always encourage them to join in with others. Children do not always stay with an activity for a long period of time. Nevertheless, children are developing some of the skills they need for their future learning, such as listening and following instructions. They serve themselves at snack time. They recall familiar songs and join in with the actions.

Setting details

Unique reference number	206124
Local authority	Derby, City of
Inspection number	1050327
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 - 4
Total number of places	26
Number of children on roll	12
Name of registered person	Catherine Helen Maydew
Registered person unique reference number	RP513364
Date of previous inspection	19 April 2016
Telephone number	07580206659

Boulton Lane 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 from 9am until midday, term time only. It provides funded early education for two-, three- and four-year-old children.

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