

Raindrops Preschool

Raindrop Nursery, Tunstall Road, Knypersley, STOKE-ON-TRENT, ST8 7AQ



Inspection date

26 September 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 procedures for assessing risks in the outdoor play area are not robust enough. This does not fully assure children's safety when they play outside.
- Assessment of children's learning is not fully secure. The progress check for children between the ages of two and three years is not completed for all children who need one.
- Suitable staff facilities are lacking. Current arrangements for staff breaks and access to the bathroom are not appropriate.

It has the following strengths

- Staff offer a broad range of learning experiences to promote all areas of children's development. These include opportunities for children to enjoy role play, counting and learning about shapes. Children also benefit from external visitors who deliver rhyme and fitness sessions.
- Self-evaluation is generally effective and involves staff, children and parents. Positive changes to the indoor and outdoor play areas have improved learning opportunities for children.
- Staff work effectively with parents and others involved in children's care. This helps to promote a collaborative approach to meeting children's needs, particularly for children who have special educational needs or disability.
- Staff are caring and respectful towards children. They promote good behaviour and offer lots of praise and encouragement to build children's confidence. Children settle quickly and form positive attachments.

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"> ■ improve risk assessments of the outdoor play area and take all reasonable steps to ensure children are not exposed to hazards | 10/10/2016 |
| <ul style="list-style-type: none"> ■ implement more robust procedures to ensure the progress check for children between the ages of two and three years is carried out for all children who need one | 10/10/2016 |
| <ul style="list-style-type: none"> ■ provide separate toilet facilities for adults and an area for staff to take breaks away from areas being used by children. | 10/10/2016 |

Inspection activities

- The inspector observed the quality of teaching during activities 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 the provider's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jan Linsdell

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers show drive and determination to improve further. They attend regular meetings with other childcare professionals and gain new ideas to help develop their own practice. All staff are qualified and they have good opportunities to attend further courses to broaden their skills. Observations of practice enable staff to receive constructive feedback on their performance. This has a positive impact on teaching and learning. However, staff facilities are not good. Staff currently share the children's bathroom, which is not appropriate. Also, they do not have a suitable area to take breaks away from where children play. Managers monitor children's progress well. They check the progress of different groups of children and address any emerging gaps in their learning. The arrangements for safeguarding are effective. Managers keep a close check on staff's knowledge of safeguarding practice. As a result, staff are confident in the procedures for reporting any concerns about children or adults.

Quality of teaching, learning and assessment requires improvement

Staff purposefully engage with children to support and guide their play. They capture children's attention well during group discussions. For example, they skilfully use puppets to prompt laughter and excitement among children. However, teaching is not yet consistently good. Systems for monitoring the progress checks for children between the ages of two and three years are not strong enough. Consequently, checks are not in place for some children and staff are unsure whether these have been carried out or not. The playroom is well organised and caters for children's interests. Staff work well with parents and involve them in their children's learning. For example, they hold parent evenings to discuss children's progress. Parents also use the achievement tree to share information about their children's skills at home.

Personal development, behaviour and welfare require improvement

Parents report that staff are absolutely lovely and children adore coming to the nursery. Staff teach children about values and expectations regarding behaviour. Consequently, children know they have to use quiet voices inside and share with their friends. They also learn to tidy up and put on their coats before outdoor play. This helps them to become responsible and independent. Children have the option to bring a packed lunch or choose a hot meal provided by an external caterer. They follow routines, such as lining up to collect their food, which helps them to prepare for lunchtimes at school. Although staff carry out risk assessments, these are not rigorous enough to help them identify and address all hazards in the outdoor play area. As a result, children are exposed to risks associated with the concrete step and some broken toys.

Outcomes for children require improvement

Children enjoy attending this small and friendly setting. The majority of children work comfortably within the range of development expected for their age. Children engage well in the activities on offer. They make their own choices and have regular opportunities to practise letter sounds. However, inconsistencies in the assessment of children between the ages of two and three years do not help ensure that outcomes for them are good.

Setting details

| | |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY481677 |
| Local authority | Staffordshire |
| Inspection number | 996965 |
| Type of provision | Full-time 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 | 20 |
| Number of children on roll | 37 |
| Name of registered person | Raindrops Nursery Limited |
| Registered person unique reference number | RP904796 |
| Date of previous inspection | Not applicable |
| Telephone number | 07903529026 |

Raindrops Preschool was registered in 2014. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two- and three-year-old children. It supports children who have special educational needs or disability.

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