

Boulton Lane Park Pre-school Playgroup

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



Inspection date

7 July 2017

Previous inspection date

13 September 2016

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified and have a good understanding of how children learn, overall. They plan and provide activities based on children's interests that they know the children will enjoy. Children persevere with tasks. They are willing to have a go and show pride in their achievements.
- Staff work closely with other early years professionals and outside agencies. This joint working approach helps to secure the support that children and their families need.
- Staff have high expectations of children's behaviour and are good role models. Children share, take turns and are kind to others.
- Good links with the local schools that children move on to make a strong contribution to children being well prepared for starting school.
- Significant improvements have been made since the last inspection. The highly motivated manager has successfully addressed all the actions raised and outcomes for children have been significantly improved.

It is not yet outstanding because:

- Although the manager provides good support for staff to keep their knowledge up to date, she does not consistently focus as well on their individual teaching practice to help improve the quality to an even higher level.
- The manager does not rigorously analyse information from assessments to help identify how staff can support individual and groups of children to make even better progress.

What the setting needs to do to improve further

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

- provide more individual support and coaching for staff to improve the quality of their teaching even further
- use information gathered from assessments more effectively to support individual and groups of children to make the best possible progress.

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, the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector spoke to staff and children throughout the inspection.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

The manager has addressed the actions and recommendations set at the last inspection. She has taken advantage of the good support offered by the local authority adviser. Arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of possible abuse. The manager and staff know how to refer concerns about a child's welfare to the relevant authorities. The manager uses effective systems to ensure staff are suitable to work with children. Staff are provided with training opportunities which have a positive impact on the experiences of the children. For example, staff visit other early years settings to help them identify further areas to improve. Children are very well supervised at all times both inside and outdoors. Policies, procedures and risk assessments underpin the smooth management of the provision.

Quality of teaching, learning and assessment is good

Staff interact skilfully with children. For example, they repeat children's attempts at sentences back to them and model new words clearly. This contributes to children's good progress in language development. Children benefit from plenty of opportunities to develop their imaginations. For example, staff join in the fun as children build a church from building blocks. Children share their experiences from home as they recreate a wedding they have attended. Staff use this opportunity to carefully weave in vocabulary, such as 'vows' and 'altar', into children's play, helping extend their learning. An effective two-way flow of information between staff and parents helps to support children's learning, both in the setting and at home. Parents are very happy with the quality of care and learning their child receives.

Personal development, behaviour and welfare are good

When children arrive at the setting they are keen to learn and participate. Their relationships with each other and the staff are happy and friendly. Children have opportunities to make links with the local and wider community. For example, they regularly go out on walks and occasionally visit shops to buy ingredients for their baking. Children show a good awareness of keeping themselves safe. They tell the inspector that during one of their walks a member of staff was stung by a nettle bush. They recall the event and talk about what they would do if they were to get stung themselves. Children are confident to communicate and eager to share their stories. Staff support children's independence well. They encourage children to attend to their own personal care, such as toileting or putting on their coats. Children have some opportunities to make choices; for instance, they decide when to play outside or when they are ready to have a healthy snack.

Outcomes for children are good

Children demonstrate a good attitude to learning, which helps to prepare them well for school. Older children have strong literacy skills, such as carefully tracing and clearly writing their name. All children make independent choices in their learning, play together harmoniously and listen to and follow staff's instructions well. They make good progress in relation to their starting points and capabilities.

Setting details

Unique reference number	206124
Local authority	Derby, City of
Inspection number	1073599
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	16
Name of registered person	Catherine Helen Maydew
Registered person unique reference number	RP513364
Date of previous inspection	13 September 2016
Telephone number	07580206659

Boulton Lane Park Pre-school Playgroup 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, during term time only. It provides funded early education for two-, three- and four-year-old children.

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