

Breadsall Pre-School Playgroup

Memorial Hall, Brookside Road, Breadsall, Derby, Derbyshire DE21 5LF



Inspection date	12 March 2019
Previous inspection date	9 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children form secure bonds and attachments with staff. Staff are attentive to the children's needs and help them feel safe and secure. This helps promote their emotional well-being. Staff get to know each child well and value their individuality.
- Staff manage children's behaviour successfully and are good role models. They share group rules with children and use praise to motivate children to behave in positive ways. Children behave well. They learn to share, take turns and follow instructions.
- The partnership with parents is good. Staff regularly inform parents of their children's progress and provide information about what is happening in the pre-school. Parents comment that they feel involved in all areas of their child's development.
- Staff offer a wide variety of exciting and interesting activities. They provide activities that follow children's interests and encourage them to use their imagination well. Children make good progress from their starting points.
- The manager evaluates the pre-school and welcomes the views of parents, children and staff to identify areas they would like to develop. For example, they have introduced the use of story sacks for parents to take home, to help children's early literacy skills.
- Staff carry out observations and assessments of children's achievements and identify their next steps in learning. However, the manager has not developed an effective system to monitor the learning of different groups of children, in order to help them make the best possible progress.
- Occasionally, staff miss opportunities to encourage older children to practise their early writing skills.
- At times, art and craft activities are overly adult led, and staff sometimes step in and intervene and stop children expressing their own ideas.

What the setting needs to do to improve further

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

- extend ways to monitor the achievements made by different groups of children and use this information to provide even greater support to help children make the best possible progress
- offer more opportunities to support older children to develop their early writing skills
- provide children with more opportunities to help them to follow and express their own creative thoughts and ideas.

Inspection activities

- The inspector had a tour of the pre-school. She spoke to the staff and children during the inspection. She held discussions with the manager at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector observed the staff's interactions with the children and discussed children's development with their key person and the manager. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector carried out a joint evaluation of an activity with the manager and discussed the impact of the teaching and learning.
- The inspector looked at a sample of documentation, including staff suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress.

Inspector

Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures all staff have regular safeguarding training and that their knowledge and understanding of safeguarding issues are always up to date. The manager and staff understand the procedures to follow should they have any concerns about a child's welfare. They work together to keep children safe. The manager checks and verifies the continued suitability of all staff working with children and the committee members. She carries out inductions with new staff to ensure they know their roles and responsibilities. The manager supports staff's individual professional development well. For example, she carries out appraisals, supervisions and holds meetings to help ensure the staff are well qualified and improve their skills. The manager has made good links with other early years settings to establish a shared approach to benefit children's care and learning.

Quality of teaching, learning and assessment is good

Staff work well as a team. They use their qualifications and knowledge of child development to promote children's learning well. They interact with children in a positive way and join in with their play with enthusiasm. They constantly engage older children in meaningful conversations about their experiences and ask questions to challenge their thinking. Younger children's communication and language skills are supported effectively. Staff introduce new words, such as 'soft' and 'rough', as they feel different materials. This helps to increase their vocabulary and understanding. In addition, children enjoy listening to familiar stories and singing songs. Children become engrossed in their learning and use their small-muscle skills well. They demonstrate this as they use the construction toys and fix the pieces together to make people.

Personal development, behaviour and welfare are good

The atmosphere in the pre-school is welcoming and calm. Children confidently move around the room choosing what and who they want to play with, demonstrating they are comfortable in their surroundings. Staff promote children's healthy lifestyles. They work closely with parents to ensure children are provided with healthy food options in their lunch boxes and provide healthy snacks of fruit. Children demonstrate that they know to wash their hands before eating snack, which helps to develop their personal skills. They enjoy opportunities to participate in outdoor play and physical exercise. They particularly like their morning warm up where they shake and move all of their body parts. Children are kind, respectful and social, and very much enjoy playing together. For example, they happily take turns being 'hairdressers' and 'customers' in their role play.

Outcomes for children are good

All children, including funded children, are gaining skills for future learning and their eventual move to school. They are progressing within their typical expected age bands. They listen, concentrate and have a positive attitude to learning. Staff motivate and support children's learning well. Children are developing good mathematical skills. For example, they count, compare sizes and recognise shapes, such as a circle, in their environment. Staff support older children to recognise letters and the sounds of the alphabet, which helps to develop their early reading skills.

Setting details

Unique reference number	509208
Local authority	Derbyshire
Inspection number	10072967
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	25
Name of registered person	Breadsall Pre School Playgroup Committee
Registered person unique reference number	RP522051
Date of previous inspection	9 March 2016
Telephone number	01332830877

Breadsall Pre-School Playgroup registered in 1992 and is located in Breadsall Village, Derbyshire. The pre-school opens from Monday to Friday during term time only. The sessions vary; on a Monday and Friday the sessions are from 9am until midday and on a Tuesday, Wednesday and Thursday from 9am until 3pm. The pre-school employs four members of childcare staff. One member of staff is a qualified teacher and three staff hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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