

Breaston Pre-School Playgroup

2 Main Street, Breaston, Derby DE72 3DX



Inspection date	3 April 2019
Previous inspection date	20 April 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

- The manager is conscientious and passionate about her role. She has high expectations of staff and leads the team with efficiency and enthusiasm. She evaluates the provision well, to identify key areas for future development.
- Staff are caring and responsive. They prioritise children's care and support their emotional and physical well-being effectively. Children have made strong attachments with their key person and other staff. They are happy, well settled and content.
- Behaviour at the pre-school is good. Staff are deployed well and provide children with clear expectations and boundaries. This helps children to behave kindly and to play cooperatively with each other. They learn to share and take turns as they play.
- Observations, assessments and tracking of children's achievements are precise and accurate. The manager and staff monitor children's progress well and identify their next steps in learning. All children are confident learners and make good progress from their different starting points.
- Staff form effective partnerships with parents. Staff regularly inform parents of their children's progress and provide information about what is happening in the pre-school. They meet with parents and provide written feedback, to help parents support their children's development at home.
- Staff sometimes miss opportunities to extend and challenge older children's learning and development to help increase their good progress to a higher level.
- At times, parts of the daily routine interrupts children's play and exploration. Children are not able to complete their chosen tasks to their satisfaction and pursue their independent learning skills.

What the setting needs to do to improve further

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

- make greater use of opportunities to consistently challenge and extend older children's learning and development, to help them reach their full potential
- review the daily routines to enable children to finish their play to their full satisfaction, to help support their independent learning skills further.

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 Chairperson and 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 are always up to date. Staff know the signs that may indicate a child is at risk from significant harm and how to report any concerns about children's welfare. The manager and committee have robust recruitment and vetting procedures to check that staff working in the pre-school are suitable to work with children. They monitor staff performance effectively and provide good opportunities for further professional development. Staff have recently attended a course on helping improve literacy skills for children. This has resulted in changes being made to the book area and the purchase of new furniture to encourage more children to look at books. Staff communicate effectively with other professionals working with children, to help support consistency in their care and learning experiences.

Quality of teaching, learning and assessment is good

Staff are highly qualified and experienced. They use their knowledge of child development effectively to promote children's learning well. They interact with children in positive ways to support their communication and language skills. They engage in interesting conversations with children to share their ideas. They repeat key words, phrases and introduce new words, to help them to acquire a broad vocabulary. Staff enthuse and motivate children as they take part in exciting activities. For example, children thoroughly enjoy playing with the large construction bricks. They use their hand-to-eye coordination well as they carefully place one brick on top of another. Staff use this activity well and encourage children to count the bricks, use mathematical language, such as 'taller' and estimate how tall the tower will be.

Personal development, behaviour and welfare are good

Staff provide a wide range of good-quality toys and resources to help promote children's learning. They develop children's understanding of healthy living well. For example, children are given regular opportunities for physical activity in the well-equipped playground. They have fun as they chase and kick the ball into the football net and scramble up the tyres. Staff speak to children about the benefits of eating fresh vegetables. They provide activities such as making vegetable soup. Children become fully involved in this activity. They cut up kale, peppers, potatoes and onions and place them in the soup maker. In addition, children learn about following good hygiene procedures and how to keep themselves safe as they carefully use the knives. Staff encourage children to develop their self-care skills. For instance, children manage their personal needs well, including serving themselves food at snack time and putting on their own coats.

Outcomes for children are good

Children develop good skills and attitudes to support their ongoing development and prepare them for starting school. They listen to stories, experiment with marks and practise drawing and writing skills. This helps to form good foundations for literacy. Children enjoy being creative. They use their small-muscle skills well as they drizzle glue on their pictures and stick a variety of different materials.

Setting details

Unique reference number	206727
Local authority	Derbyshire
Inspection number	10072529
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	25
Number of children on roll	61
Name of registered person	Breaston Pre-School Playgroup Committee
Registered person unique reference number	RP907744
Date of previous inspection	20 April 2016
Telephone number	01332 874832

Breaston Pre-School Playgroup registered in 1991 and is located in Breaston, Derby. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, 5 and 6, including one who holds qualified teacher status. The pre-school opens from Monday to Friday from 9.15am to 3.15, term time only. The pre-school receives funds for early education for two-, three- and four-year-old children.

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