

Inspection of Playdays Opportunity Group

Chellaston Community Centre, Barley Croft, Chellaston, DERBY DE73 6TU

Inspection date: 8 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education and practice is variable. Children enjoy taking part in some activities that staff provide in the pre-school, such as going on a bug hunt in the garden and making marks in coloured shaving foam. However, staff are unclear about how to use such activities to effectively support children's learning, particularly with mathematics and language development. Staff do not ensure that the activities they provide give children enough opportunities to extend their learning. In addition, conversations between staff and children are minimal, restricting children's access to new vocabulary.

Children play cooperatively together, and it is evident that children have strong relationships with each other as they run around the garden saying, 'Come with me, follow me.' However, staff do not consistently interact with children to explain and show children how to use equipment and activities. Children are left to explore independently. Their learning is minimal as a result. Staff do not recognise that children are unable to learn from an activity if they do not have clear direction.

Despite the weaknesses, children do form strong bonds with each other. They are happy to be at the pre-school. Children show they feel safe and secure in the care of the staff team by asking for cuddles and being excited to see their key worker. Staff ensure that children are welcomed into the pre-school with a smile and 'good morning'. They encourage the children to hang up their coats up and remind them of the pre-school rules to keep them safe.

What does the early years setting do well and what does it need to do better?

- The pre-school manager understands how children learn and develop, and staff provide some activities to facilitate this. However, staff also plan activities that do not link to the curriculum intent and have no reference to children's interests to help staff to implement the curriculum. Children do not learn what is expected from planned activities as there is little interaction from staff.
- Staff know the children well. They check that children are making progress in their learning. However, they do not identify when children need extra support, in particular with their speech and language development. Staff wear lanyards with basic communication strategies, such as Makaton signs on them. However, leaders do not ensure that staff are constantly using these strategies to support children. This can lead to children not making the progress needed to catch up with their peers.
- The pre-school leadership team has clear policies and procedures in place. However, leaders do not ensure that staff are clear about their responsibilities to implement these. For example, staff know safeguarding well. When asked, staff could answer questions. However, when they referred to the safeguarding

information on their lanyard, they lost confidence and became confused about what they would do.

- Staff support children to become independent. Children have access to a wide range of toys, which are set up within the pre-school. Children can freely express themselves within the creative area using a large variety of media and tools, such as scissors, pencils, paper and card. Children are proud to show the staff team their work by going to the staff and saying, 'Look what I've made.'
- Parents speak highly of the pre-school and state that their children have formed lovely relationships with the staff, and they are happy with their children's progress. They report that their children enjoy attending and are well cared for. However, parents do state that they are unaware of what their child is working on and would like more information to help support parental partnerships with learning.
- Staff offer limited opportunities for children to learn about early mathematical concepts. Children recall their knowledge of number and quantity in their play. However, this is minimal, and there is limited interaction from staff to extend children's mathematical learning in other activities.
- Children with identified special educational needs and/or disabilities are supported well. Leaders ensure that they provide reasonable adjustments in order to support the transition from home to pre-school. However, the same level of support is not available to other children who may have delays in their development.
- Children demonstrate that they have a positive attitude to each other when at the pre-school, and they enjoy engaging with their friends. However, when staff do not provide children with support on how to use or access an activity, children show a lower level of curiosity and concentration.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand how to safeguard children. They know the signs that may indicate a child may be at risk from abuse or harm. Staff demonstrate their understanding of the 'Prevent' duty and county lines well. All staff have been through a robust recruitment procedure to ensure they are suitable to work with children. Staff understand the actions to take in the event of them having a concern about a fellow staff member. Leaders are committed to a multi-agency working approach, ensuring families are supported. Staff ensure that children have a safe and secure space to explore.

What does the setting need to do to improve?

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

	Due date
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provide staff with the training, coaching and mentoring they need to ensure that they have a clear understanding of their roles and responsibilities to support children	31/07/2023
develop a curriculum to support the individual learning needs of children, in particular communication and mathematics, and focus on what they need to learn next.	31/07/2023

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

- develop staff partnership working with parents to help parents to understand what their children are learning at pre-school and why
- improve the quality of staff interaction with children so they are consistently effective in children's play and extending learning.

Setting details

Unique reference number	206146
Local authority	Derby
Inspection number	10285319
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	56
Number of children on roll	51
Name of registered person	Winter, Linda
Registered person unique reference number	RP902628
Telephone number	07842097445
Date of previous inspection	2 October 2017

Information about this early years setting

Playdays Opportunity Group registered in 1994. The pre-school employs eight members of childcare staff. All staff hold appropriate early years qualifications; three at level 3, one at level 5 and one at level 6. The pre-school opens Monday, Tuesday and Thursday from 9am until 12.30pm and Wednesday and Friday from 9am until 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Sigley

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account in their evaluation of the pre-school.
- The manager and deputy gave the inspector a tour of the premises.
- Documents were presented such as first-aid certificates and Disclosure and Barring Service checks.
- The inspector spoke to the manager, staff, parents and children at appropriate times during the inspection.
- The inspector and manager observed children during activities and followed it up with a discussion about leadership and management.
- The manager and inspector took part in a joint observation.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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