

Inspection of Playdays Opportunity Group

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

Inspection date: 9 February 2024

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children form close friendships with others. They arrive excited to see one another and play with the wide variety of resources staff set out for them. Children work together to build a tower using different blocks and wooden beads. They develop their hand and finger muscles, persevering to thread pipe cleaners and string through small holes to stabilise their creation. Children listen to staff's guidance on what to try next to build the tower further. They learn new language and knowledge from staff, including the colour and shapes of the blocks. However, children, including some of those with emerging special educational needs and/or disabilities (SEND), who are not as confident do not always receive the same level of support from staff. Therefore, while they enjoy exploring resources and engaging in the activities provided, their learning is often incidental and, at times, they wander and appear unsure of what to play with.

The children know what the staff expect and learn to behave well. Staff praise children for using good manners, putting resources away when they have finished playing, and helping children new to the pre-school do the same. Children sit patiently for their friends at snack time. They learn to share the fruit and, with staff's encouragement, help one another to pour drinks. Staff reassure children, when needed, and help them to develop secure relationships.

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

- Staff know all children's personalities, interests and care needs. They work closely as a staff team to assess what children already know and can do and identify what they need to learn next. Nevertheless, staff do not use this knowledge to support children during play. Staff play alongside the children who approach them or who are confident in communicating what they are playing with. However, children who are less confident or have additional learning needs often go unnoticed by staff. Therefore, they are not supported to develop the same level of skill and knowledge from activities.
- Staff teach children about the world while they explore trays of sand, ice, and plastic animals. They explain new knowledge and introduce new vocabulary, including sharing where kangaroos live and what their pouch is for. However, staff do not consistently vary their interactions to support each child's individual learning needs. Therefore, some children, particularly those who need additional support, do not make the progress they could.
- Staff encourage children to develop their speech and communication. They encourage children to sing familiar songs and share their thoughts and ideas. Staff model well-pronounced words when responding to children.
- Leaders work alongside staff to help them implement the curriculum. They have made some improvements to how they plan for what children need to learn next

since the last inspection. Leaders help staff plan activities around the areas of learning they know children need to focus on as a whole. The majority of staff support children appropriately. For example, they encourage children to listen and follow instructions when carrying out physical movements to music. Children practise stretching, bending and balancing. However, some staff do not always implement the curriculum to the same consistently high standard. For example, at times, they focus on the outcome of the activity rather than the new skills and knowledge they want children to learn.

- Staff teach children the pre-school rules and how to keep themselves safe, such as using their walking feet indoors. They help children to develop their independence skills and maintain a positive attitude towards trying to do things for themselves. Staff teach children to wash their hands and how to put on their outdoor clothing without needing help.
- Staff help children to understand their own and others' well-being and differing needs. They explain how to be tolerant and care for others, including the importance of putting resources on a colourful mat so that children with SEND are able to identify them more easily.
- Parents and carers are mainly positive about the support and communication they receive from staff. They explain that staff provide pictures and updates regarding what children have been learning. They enjoy opportunities to stay and play with their children. However, when children attend more than one setting, staff do not yet develop a consistent approach to sharing information, to support children's development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
ensure staff recognise and provide the support children need during their chosen activities	10/03/2024
ensure staff tailor their interactions to children's individual learning needs.	10/03/2024

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

- support staff to implement the curriculum to a consistently high standard
- develop partnerships with other settings children attend to share information and help meet children's learning needs further.

Setting details

Unique reference number	206146
Local authority	Derby
Inspection number	10331846
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	
Date of previous inspection	8 June 2023

Information about this early years setting

Playdays Opportunity Group registered in 1994 and is located in Chellaston, Derby. 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

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk together and discussed the learning intention for children and how the environment is arranged.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children of all ages throughout the pre-school.
- The inspector held discussions with leaders regularly during the inspection.
- The views of parents and carers were taken into consideration.
- A sample of documentation, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures, was reviewed.

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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