

Playland

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Playland Pre-School is run by an individual. It opened in 2003 and operates from a large room in a purpose-built building. It is situated in a shopping centre in Barking in the London Borough of Barking and Dagenham. A maximum of 30 children may attend the setting at anytime. The setting is open each weekday from 09.30 to 12.30 and 13.30 to 16.30 in term time only. There are currently 30 children in the early years age group on roll for each session. The setting is registered on the Early Years Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports children who speak English as an additional language. The setting employs six members of staff. Of these, all hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are understood as individuals which enables the setting to meet their welfare and learning needs effectively. Children play in a child-friendly environment with good levels of adult support and have access to carefully planned activities in a well resourced setting. The setting has a good partnership with parents which helps to ensure that all children make progress given their age, ability and starting points. The provider uses self-evaluation to gain an understanding of the provision's strengths and weaknesses which allows improvements to take place regularly and have a positive impact on outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- build on existing practice to have a greater understanding of the progress that children make towards Early Learning Goals.

The leadership and management of the early years provision

The provider ensures that the setting is managed safely, efficiently and in the interests of all users as all required policies and procedures are in place. Staff are well trained and supported by the manager which ensures that they have a good understanding of day-to-day routines which they effectively and consistently implement. As a result children are safeguarded and enjoy good levels of support and guidance from all staff. Children's choice and independence is promoted by staff who remind children of their own safety and the impact that they might have on others within the setting. The play environment is hazard free as the setting uses a range of effective and regular risk assessments, for example, all equipment, resources and activities are checked for their safety and suitability prior to use.

Children's good health and well-being is promoted by staff, for example, in cases of illness or minor injuries. Children are also shown about important aspects of their own health as they understand about healthy eating choices, personal hygiene and the value of exercise.

The provider uses effective self-evaluation to gain a picture of the things that the setting does well and those areas that may require improvement and development. This has brought about improvements since the last inspection, for example, in the setting's inclusive practice and a good start to the implementation of the Early Years Foundation Stage (EYFS) in areas that include planning and assessment. The provider takes care to obtain opinions and views from both parents and children and has built a good team where all staff contribute to the on-going improvement agenda. This allows the setting to plan for future improvements and consider enhancing outcomes for children at all times.

The setting has a good partnership with parents. Parents are able to have a clear understanding of the setting's work as they have access to newsletters, information boards and a range of written policies and procedures. They appreciate all contacts with the setting, both formal and informal, and value the work of key persons and the written development information that they regularly see.

The quality and standards of the early years provision

Children make good progress while in the setting as a result of the caring support from adults who promote children's independence and who show a good understanding of their individual needs. The setting gains an accurate picture of the starting points of each child from information obtained from parents and from their own observational assessments. As children spend time in the setting, staff use this information to understand the progress that children make and they also consider what the next steps in children's learning should be. This may involve additional needs for children, for example, those who use English as an additional language. Though these processes are effective the setting's assessment arrangements do not allow the provision to track children's progress systematically as they move towards early learning goals. Children's choices are promoted very well in the setting and children spend a significant amount of time exploring their play environment freely accessing an interesting range of play opportunities. Staff support children well at these times as they respond to children's choices effectively as they offer advice, guidance and promote conversations with children. Children enjoy the opportunities to take part in child-led activities as they access computers, paint, share books and use dressing-up resources. The setting's planning ensures that children are able to access a large range of play opportunities in all areas of learning either in free choice time or under the direction of adults, for example, in circle time or specific learning activities. Children respond positively to all types of learning and show harmonious relationships with their peers and with adults. The atmosphere within the setting is positive as a result of the good relationships that exist, the well planned activities that children readily engage with and the good role models set by the staff. Children enjoy their time in the setting and play enthusiastically in a well managed

environment. All staff deliver the EYFS effectively and show they have a good understanding of how young children learn.

Children have access to learning in all areas as staff plan activities based on children's interests and their individual learning needs. The setting has no direct access to outdoor play on site but staff ensure that children use facilities within the community to ensure that they can experience play outdoors and develop their physical and social skills. Staff use these outdoor sessions to talk to children about their safety and behaviour which children understand and benefit from. To ensure that children's physical development is catered for there are many opportunities indoors, for example, mark making, messy play and the use of everyday technology and role play equipment. Children's language development is good as they are given many worthwhile opportunities to share books, read labels and displays and use their own names which they recognise and use correctly. As children learn more about letters and sounds adults enhance their understanding of spoken language through conversations and by asking questions. During snack time children learnt about healthy eating and teeth brushing through incidental conversations which were well managed by adults. Children are able to learn about numbers and mathematical ideas as they access a large range of games and puzzles and through role play activities. Children used a café role play activity to gain a very good understanding of number, money, quantities and everyday mathematics. All children make progress including those who use English as a second language.

The welfare of all children is promoted by the setting; they are safe, secure and safeguarded at all times. They learn and develop as a result of well planned activities and they are able to develop important life skills such as making choices, concentrating and applying their learning to new situations. In addition to this they have a growing sense of their own health and safety and of their diverse community.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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