

Playaway Pre-School

Stifford Parish Hall, Crammavill Street, GRAYS, Essex, RM16 2AP

Inspection date	11/07/2013
Previous inspection date	01/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The staff are caring, supportive and manage the pre-school suitably so that children's welfare needs are met.
- Suitable partnerships with parents and other agencies are in place to ensure children's consistency of care is promoted.
- Children's speech and communication skills are developing well because staff provide a supportive learning environment which supports the acquisition of language.

It is not yet good because

- Risk assessments for the garden area do not fully identify all aspects of the garden that need to be checked.
- The organisation of resources and staff deployment do not consistently promote effective teaching and learning for all children.
- Self-evaluation does not clearly identify areas for improvement or include contributions from children, parents and staff to enable the quality of the provision to improve rapidly.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked to parents and staff to seek their views.
- The inspector held discussions with the manager.
- The inspector observed activities both inside and outside and a joint observation with the manager.
- The inspector looked at a sample of children's records, assessments and curriculum plans.
- The inspector examined a range of documentation including safety policies and risk assessments.

Inspector

Lisa Paisley

Full Report

Information about the setting

Playaway Pre-School was registered in 1975 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school operates from a local parish church hall in Grays, Essex, and is privately owned. The pre-school serves the local area and is accessible to all children. There is a garden area available for outdoor play.

The pre-school employs 10 members of childcare staff, two volunteers and a support worker. Of these, nine hold appropriate early years qualifications at level 2 and 3.

The pre-school opens Monday to Friday during school term time. Sessions are from 9am until 12 noon and 12.15pm until 3.15pm. Children attend for a variety of sessions. There are currently 52 children attending who are in the early years age group. The pre-school provides funded early education for two,-three-and four-year old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- update risk assessments to identify all aspects of the garden that need to be considered on a regular basis
- review the organisation of resources and staff deployment to provide rich learning experiences through inviting and well-presented activities and through consistent and effective staff interaction with children.

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

- update self-evaluation to identify a clear action plan and include children's, parents and staff contributions.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy attending the pre-school as they are able to take part in a range of suitable activities. They are able to choose from some activities which involve construction, physical play and problem-solving. Children enjoy playing with coloured gems, as they used a range of utensils and containers to transport the gems. Staff plan the activity to encourage children to compare and contrast patterns, count gems and identify different colours. This means that children are appropriately learning about early mathematical ideas which are relevant to their stage in development. Although children have a range of activities to take part in, the organisation of resources and deployment of staff mean that the quality of teaching is not consistent to support children's further learning. The role play area contains general resources and is not based on a theme. It does not inspire children or encourage them to use their imagination. The book corner is not inviting and therefore does not support children to develop a love of reading. There are times when staff are effective in their support of children in activities, however, this is inconsistent. At times, some staff are focused on other tasks, such as paperwork rather than playing with the children. This means children's learning on occasions is incidental rather than purposeful as staff are not always available to extend children's learning during activities.

Planning and assessment arrangements are in place and are suitably maintained. The prime areas of learning are suitably embedded within the educational programmes, meaning that children are building on their capacity to learn. The staff use children's assessments to plan activities which reflect children's current interests and development needs. The progress check age two is in place, meaning that children's progress is suitably monitored and early intervention is identified. Children with special educational needs and/or disabilities are suitably supported as Individual Education Plans are in place and are regularly updated. Therefore children receive appropriate support in their learning and development. There is a clear focus on the 'Every Child a Talker' programme and this has had a positive impact on children's listening, speaking skills. This is because staff monitor and evaluate the programme and make adjustments, for example, by introducing working with children in small groups. Children are able to develop social skills by taking turns to use resources. They show independence by helping themselves to food at snack time and tidying away afterwards. Overall children are making sufficient progress in their learning and development.

Parents are involved in children's learning as staff inform parents about current themes and topics. The move from the pre-school to local schools is appropriately managed, as links are made with local schools and information is shared. Children's readiness for school is promoted through physical education sessions and discussions about starting school. This means that children are suitably supported when moving onto school.

The contribution of the early years provision to the well-being of children

Staff form close relationships and attachments with children and the key worker system helps the staff to get to know the children well. They reassure new children and help them to join in activities and make friends. The staff work well as a team and communicate in a positive way with the children, providing good role models for them. Children know how to behave as they play together and are co-operative. Staff support those children who need

more help by giving praise and encouragement.

Children's health is promoted as they enjoy range of snacks, including pieces of fruit and water or milk to drink. Children know to wash their hands before snack time and at other times during the session, for example, after creative activities. They know about keeping safe as they use resources suitably and they practise fire drills on a regular basis. This means that children have a suitable awareness of their own personal needs. Each child has a 'Learning Journal' where they can keep pieces of work and photos to share with their parents and keep at the end of their time at the pre-school. This helps the children feel proud of their achievements. Children have opportunities to play outdoors where they are able to use scooters and tricycles, to practise their physical skills.

Staff establish what children can do when they first start in the pre-school by talking to parents. They record each child's starting points their likes and dislikes as well as early achievements. There are regular discussions between parents and staff at the beginning of the session and at the end of the day. This means that parents are fully informed about their child's care, play and learning.

The effectiveness of the leadership and management of the early years provision

Overall, the pre-school provides a suitably safe and secure environment for children to play and learn. The staff supervise the children suitably when they enter and leave the premises at all times during the session. All required policies such as recording accidents, children's details and fire drills are in place. Although staff supervise children well outdoors, the risk assessment for the garden area does not identify all aspects that need to be checked on a regular basis such as the fencing which is part of the public land, to ensure consistency when staff are carrying out additional checks.

All staff have appropriate checks in place to show that they are suitable to work with children. Staff have training in safeguarding issues and they are responsive in the event of any child protection concerns, as they notify and work with local safeguarding agencies. There are regular team meetings and the manager has started to implement staff supervision arrangements to monitor staff's professional development. The pre-school liaises with professional advisory bodies, for example, an early years adviser from the local authority to update current practice. The manager is aware of the importance of monitoring the effectiveness of the pre-school. However, self-evaluation is not effective in identifying clear action plans and including contributions from children, parents' and staff. This means that drive for improvements is not fully embedded within the pre-school.

Newsletters, parent notices and policies and procedures keep parents informed about the pre-school. Parent's comments during the inspection show they are happy with the pre-school. For example, they say 'my child has settled in well, the key person is good at supporting my child and they enjoy playing at the pre-school'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	404928
Local authority	Thurrock
Inspection number	872228
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	20 - 32
Total number of places	26
Number of children on roll	52
Name of provider	Gloria Ann Burton
Date of previous inspection	01/11/2011
Telephone number	01375 373591 01375 415713

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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