

Playdays Pre-School

6 Memory Lane, Plymstock, Plymouth, PL9 9GH

Inspection date	13/06/2014
Previous inspection date	06/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are positive role models and help children to form secure relationships. This helps children to feel happy and keen to learn.
- Staff provide a broad range of activities and children are involved in decision making of what they would like to do.
- Staff are consistent with how they deal with behaviour management. Consequently, children learn how to behave and play well alongside their friends.
- Staff supervise the children well and ensure a safe environment for children to play safely.

It is not yet outstanding because

- There are fewer resources accessible during outside play to extend children's continuous learning and insufficient covered area to protect them from the sun.
- Staff miss opportunities to extend children's early learning of mathematics naturally as they play.

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.

Inspection activities

- The inspector observed activities in the playroom and the outside play area.
- The inspector engaged in discussions with the nominated person, the manager and the staff.
- The inspector sampled relevant documentation including some policies and procedures.
- The inspector looked at a sample of children's assessment records.
- The inspector conducted a joint observation with the manager.

Inspector

Sally Hall

Full report

Information about the setting

Playdays Pre-School operates at Plymstock Community Centre in Plymouth, Devon. It is registered in 1975. It is managed by a committee. The pre-school has use of the main hall, kitchen area, and use of a patio area to the rear of the building. The pre-school is registered on the Early Years Register. Sessions are Monday from 9am until 12pm, Tuesday 9am to 12pm with the option of a lunch club from 12pm to 1pm. Wednesday, Thursday and Friday from 9am to 3pm with an option for children to stay for a session or for the lunch time session as well or the day. They operate during school term times only. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school receives funding to provide free early education for two, three and four years old. There are currently 18 children on roll in the early years age group. There are four staff employed to work with the children; of these, three have early years National Vocational Qualification at Level 3 and there are two trainee staff who are volunteers who are completing training.

What the setting needs to do to improve further

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

- develop the outside play area to increase the learning opportunities for children to explore and investigate and to have access to more resources to extend children's continuous learning and provide shelter for the children in hot weather
- extend the educational programme to increase children's early understanding of mathematics naturally as they play.

Inspection judgements

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

The staffing team is well-established and have worked together for several years. They know the children well and therefore children receive good levels of care. Staff demonstrate a good understanding of the Early Years Foundation Stage and how children learn through play. Staff plan sessions to meet children's individual needs and interests. Children have a key person to assess their abilities and progress across all the areas of learning and to help them to feel safe and secure. Staff make useful observations to identify children's starting points and their next steps in their learning and use this information to support their planning. The children call their learning journals their 'Special Books'. Staff plan a broad range of activities including activities to help children's understanding of early mathematics. However, staff miss opportunities to help children learn about simple maths and language naturally as they play. For example, when children

are playing with sand and water. The staff work closely with the children to ensure they are making secure progress and seek advice and support for children's individual needs. For example, from the Speech Therapist, so that every child is helped to learn and make progress successfully to their own development. Staff are learning sign language to be able to teach the children, which supports children's communication skills.

Children enjoy free flow play to the outside play area. However, there are less learning opportunities for children during outside play due to less resources being accessible and there is no shelter to protect the children from the sun. However, staff do ensure the children wear hats and have sun cream on. Children are keen to show items that they have bought in from home such as a feather they have found and a honeycomb. Staff use these spontaneous opportunities to share with the children at circle time. This helps them to learn about nature. Staff will change a planned activity to link to what the children have bought in to extend children's learning about what they have seen and talked about and by reading relevant stories. They encourage the children to recall when they have tasted honey at the pre-school. For example, on Pancake Day and when they have tried honey on porridge linked to a story they have been learning. Children are encouraged to share their home news at circle time. This gives the children the confidence to speak in a small group. They confidently say the days of the week and learn a sound and colour for the week. Children join in action songs with great gusto and will confidently ask to sing their favourite songs.

Children enjoy role play. For example, having a tea party making cups of tea for each other saying 'be careful it is hot' and 'don't drink it really as it is sand'. Staff use this opportunity to talk with the children about healthy eating and what they like to eat. Children have access to a range of resources to help them with their early writing skills and confidently use scissors. They learn problem solving by making train tracks and by completing puzzles. The children have visitors to the setting of people that help them. They have visits to a nearby field to look for mini-beasts and celebrate festivals throughout the year to help them to learn about the wider world and diversity. The children enjoy making celebration cards for family members and concentrate well completing them to their own satisfaction. They have visits to local places to help to learn about their local community including visits to the Library to choose books.

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

Staff warmly welcomes children into the pre-school, which makes them feel welcome and helps them to confidently leave their parents and quickly engage in play. Staff provide children with clear boundaries so that they are well aware of what is accepted behaviour and give children plenty of praise and encouragement. Consequently, children learn to play well alongside their friends learning to share, take turns and behave very well. Children enjoy healthy snacks and confidently pour their own drinks. Staff encourage the children to try food that is new to them. The children are involved in saying what food they would like the staff to buy for snack as well as going to the local shop with staff to purchase items. This helps children to learn where food comes from. Meal times are social occasions with the staff sitting with the children helping them to learn good social skills

and to allow children not to feel rushed.

Children have fresh air each day by playing outside. Staff work closely with parents and respect their wishes. For example, limiting how long a child is allowed to sleep. Children will confidently take themselves to the quiet comfy area for a rest as they tire knowing that a staff member is close by. Children have a home link book for parents to write comments in, which helps to provide consistency of care.

Children are learning the skills they need in readiness for starting school. Staff help them to be confident in their own self-care and to be confident to express themselves and to say how they are feeling. They help the children to learn how to keep themselves safe and each other as they play. For example, with reminders not to run indoors. Staff help prepare the children for transition to school in a very sensitive way particularly for those children that are anxious with the pending change by reading stories about starting school. They also help children to form friendships with children that will be in the same class and make books with photographs of the school and their new teacher for the children to look at.

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

The pre-school is run by a voluntary committee. Staff are supported by a manager who is very aware of their responsibilities to ensure that all the safeguarding, welfare, learning and development requirements are met with the support of the nominated person. Staff are positive role models to the children who have formed strong attachments with them. Ongoing supervision and appraisals are used to identify any training needs for staff to develop their skills and improve outcomes for children. All staff have undergone suitability checks and is clear of the procedure to follow in the event of a child protection concern to protect children's safety and welfare. There is good practice in the pre-school to ensure that children play in a safe environment with the staff completing daily checks of the premises and regularly reviewing their risk assessment. Including monitoring any accidents to children to identify any potential hazards as they children play.

Staff supervise the children well and there are good systems in place to ensure that children are safe during arrivals and departures times. They maintain a visitor's book so that it is clear who is in the building at all times. Staff practise fire drills with the children, so they gain an understanding of the procedure to follow in the event of an emergency. Policies and procedures have been reviewed. These are shared with parents so they are clear of the pre-schools practice and procedures.

The pre-school have a good partnership with parents, keeping them well-informed on the progress their child is making and sharing each day how their child has been and what they have been doing. They have a secure partnership with outside agencies to seek advice and support to meet children's individual needs and links with other settings that children attend to provide a shared approach to children's learning and development. The pre-school work closely with the local schools to help children with a smooth transition for

when they start school.

Staff reflect on their practice, to monitor the provision and have made significant improvements since their last inspection to increase their knowledge to safeguard children and to identify areas for their own development to improve outcomes for children. They have secured funding to purchase additional resources and have plans to make improvements to the building. This demonstrates their positive attitude towards making and maintaining continuous improvement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	117216
Local authority	Plymouth
Inspection number	963064
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	18
Name of provider	Plymstock & District Community Association Committee
Date of previous inspection	06/01/2014
Telephone number	01752 403 312

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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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