

Playaway Preschool

Kingswood Congregational Church, Hanham Road, BRISTOL, BS15 8PW

Inspection date	05/12/2014
Previous inspection date	14/12/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 promote children's early communication, reading and writing skills through everyday routines and activities. This prepares children well for starting school.
- The leadership team promotes staff professional development and shows a commitment to continuous improvement to promote outcomes for children.
- Staff work well with parents to share information about their children's progress and things they can do to help their children's learning at home.
- Staff work consistently across the pre-school using planning, observation and teaching well so all children make good progress in their learning.

It is not yet outstanding because

- Staff do not work fully effectively with parents to increase children's understanding of healthy food and drink options.
- At times, during adult-led activities, groups are too large which does not promote learning as well as possible for all children.

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 observed activities in the main hall, bathrooms and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of children, staff, and parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector held meetings with the manager of the pre-school.
- The inspector completed a joint observation with the pre-school manager.

Inspector

Dominique Bird

Full report

Information about the setting

Playaway Pre-school was originally run by a committee and was re-registered as privately owned in 2011. It operates from the main hall in Congregational Church Hall in Kingswood, South Gloucestershire. Additional facilities include toilets, a kitchen, an office and a foyer. There is an enclosed area for outdoor play. The pre-school opens from 9.15am until 3pm during term time only. The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 41 children from two to under five years on roll, some in part-time places. The pre-school receives funding to provide free early years education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The owner holds Early Years Professional Status. There are seven members of staff who work directly with the children. Of these, four hold an early years qualification at level 3 or above and three hold a qualification at level 2. The staff are supported by a part-time administrator.

What the setting needs to do to improve further

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

- improve partnerships with parents to promote children's understanding of healthy eating
- enhance adult-led group learning to target support more effectively to individual children to maximise learning.

Inspection judgements

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

The educational programme is good. This is because staff establish children's prior learning, skills and abilities using information from parents in addition to their own observations. They consult with parents to identify children's next steps and plan and provide experiences, which engage children's interest and promote their learning. Parents share information about their children, which inform staff of the things their children achieve at home, and staff regularly share ideas and tips with parents to help them promote their children's learning at home. Staff use ongoing observation records to monitor when children achieve their next stages in learning and the rate of their progress. These enable key persons to produce regular progress summaries.

Staff have a good understanding of how children learn and develop, and work consistently to ensure that all children get the same quality standard of care and education. They

know children well and use this knowledge to provide activities that interest and engage them. As a result, children enjoy a broad and balanced range of experiences across all areas of learning. The staff provide many experiences to promote children's literacy development and encourage children to have the confidence to read and write. The staff incorporate a good range of these activities into the daily routine. For example, older children enjoy joining in with phonics song activities, which develop their literacy skills. Children use listening skills to identify the sounds that rhyme and staff support them well to match sounds to written letters..

Children thoroughly explore the pre-school and enjoy playing in the garden, as staff encourage them by ensuring the environment caters to their interests. The pre-school operates a free-flow play system from inside to outside. This supports children to make choices of where they would like to play and allows them to play in areas that they most enjoy. There is a good balance of both staff-led and child-initiated play. Staff interact well with children as they play, to encourage and support them to achieve their next steps. However, some adult-led activities do not fully support all children to fulfil their potential because group sizes are too big and children lose interest.

Children are confident to explore language. Staff introduce new vocabulary and use some pictures, sign language and gesture alongside speech as they follow the children's lead. This encourages children's curiosity and confidence so they begin to learn different words in a meaningful context. Staff use children's developing interest in tea parties to support their physical skills. For example, staff provide a teapot and children pour tea into real china cups using their hand-to-eye coordination and careful movements so as not to spill it.

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

Staff get to know their children well and develop secure, warm relationships. They are flexible to meet the needs of the children and parents when they are settling into the pre-school. This supports children's growing confidence and sense of security, enabling them to explore their environment, participate in activities and play with their friends. Children have easy access to a wide range of good quality resources, which help to promote their independence well as they choose what they would like to play with. They are also encouraged to put on their coats, wash their own hands and clean their teeth. Children's good hygiene is promoted as staff implement effective procedures to keep children clean and to reduce the spread of cross-infection. The children bring their own prepared lunch in from home. However, staff do not consistently work effectively with parents to promote children's developing understanding of healthy eating.

Staff are positive role models, who are consistent in their practice and set good examples to children. As a result, children follow their lead and are respectful of one another and well mannered. They show concern for others and learn to share and take turns. Children know how to keep themselves and others safe, as staff encourage them to identify and manage everyday risks, for example, walking when inside. As a result, children move carefully to negotiate furniture and each other. Children take part in regular fire drills,

helping them to learn how to behave, develop confidence and keep themselves safe in the event of a fire. Staff are vigilant in maintaining children's safety and supervise them appropriately at all times. Due to the attentive nature of staff, children feel safe and secure. Daily opportunities for children to engage in physical exercise benefit them well.

The premises are spacious, light and welcoming. The learning environments are inclusive and well organised to encourage children to make decisions and develop their independence. Staff plan and tailor the environment and activities to meet the needs of all children, including those with special educational needs and/or disabilities. Staff celebrate children's learning very well. Staff have established positive links with schools and other professionals that are working with children, which in turn, helps children move seamlessly on to other settings and manage changes..

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

The experienced staff team are suitably qualified and have a good understanding of the learning and development, and safeguarding and welfare requirements of the Early Years Foundation Stage. This helps them to maintain children's safety, promote their well-being and support them in making good progress towards the early learning goals. Staff have a secure understanding of the local safeguarding procedures and are confident to follow these if required. This means they are able to recognise potential signs of abuse and report any child protection concerns to support children's welfare. Staff who are qualified in first aid are deployed effectively so that they are on hand to provide first-aid treatment in the event of an accident or incident. A comprehensive range of written policies and procedures maintain continuity in staff practice and inform parents. Written risk assessments are in place to support staff in maintaining a safe environment

Management support staff well. This motivates staff, who demonstrate a good commitment to ongoing professional development. For example, staff are supported in gaining higher-level qualifications and they identify further appropriate training during their supervision meetings. Good recruitment, vetting, induction and monitoring procedures are in place to determine staff suitability to work with children. In addition, regular appraisals establish ongoing suitability and monitor the performance of staff to ensure they all have the necessary skills and knowledge to undertake their roles and responsibilities. Staff monitor and assess children's progress well, and extend children's learning effectively through their play. Staff have good relationships with parents which contributes to meeting children's individual needs.

The manager works closely with staff to evaluate the effectiveness of their practice. As a result, they securely identify targeted areas for future development, which feeds into the pre-schools's self-evaluation. The manager demonstrates a commitment to ongoing improvement through their effective self-evaluation systems. For example, they use clear improvement plans and regularly network with advisory services to identify areas for development. All staff contribute towards self-evaluation, which includes sharing expertise they have gained from attending courses. Staff meetings take place on a regular basis to

monitor training needs, quality of provision and reflective practice.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY431065
Local authority	South Gloucestershire
Inspection number	816669
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	38
Number of children on roll	41
Name of provider	Playaway Preschool Limited
Date of previous inspection	14/12/2011
Telephone number	07739150415

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

