

Playmates Pre-School

The Institute Hall, Crawley Road, Horsham, West Sussex, RH12 4ET



Inspection date

13 July 2015

Previous inspection date

3 November 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff know the children and their families very well and they develop strong partnerships with them that support children's care and welfare effectively.
- Staff recognise some children need to be active and encourage them to spend time outdoors where they can learn on the move. This also promotes their physical well-being effectively.
- Children learn about their feelings and emotions as well as those of others, and staff help them manage them effectively. They have a 'cosy feelings' space to go and think when they need time alone.
- Reflective practice is ongoing and thorough. Staff continuously review what they are doing and how well it helps children learn so they can make changes that improve practice.
- Management has high expectations for staff's ongoing professional development. It supports and encourages them to attend training that enriches the quality of learning for the children.

It is not yet outstanding because:

- Some group sessions, such as circle and story times, include all children. They have varying interests and attention spans, so this arrangement does not allow staff to make sure each child is recognised as a valuable contributor to the group.
- There are few examples of written words and text around the environment. This does not fully support children to become familiar with labels and signs so they recognise them as giving them information.

What the setting needs to do to improve further

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

- revise the organisation of some everyday activities to maintain children's interest and help ensure that every child is fully involved
- increase the examples of a variety of writing in the environment to help children's literacy development.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the manager.
- The inspector sampled documentation, including staff suitability checks and qualifications.
- The inspector held discussions with staff, children and parents to obtain their views of the pre-school.

Inspector

Jill Steer

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff track and monitor children's progress from the start, identifying and setting realistic targets for their next stage of learning so they make good progress. The planning incorporates activities that challenge each child to learn at their own pace and in their own way. Staff extend children's language by talking to them continually and allowing them time to think before they answer. While children are two years old, staff complete an assessment of their progress to identify any areas that may need early support. This allows time for children to catch up before starting school. Teachers visit them and staff discuss what to expect while making sure they can do simple things for themselves, such as putting on coats and shoes. Staff involve parents in all aspects of children's learning. They contribute to their assessments and agree how to plan for their further learning. Children enjoy a broad range of activities and experiences, which promote all areas of learning.

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

The key-person system is effective in helping children settle well and build good partnerships with parents. Staff make sure they support all children well so they can develop and have the potential to progress well. They refer children to other services and professionals when they need extra support. These partnerships include children's parents so they all work together to help children progress. Children learn how to take risks and be safe with sensible rules and guidance, such as not throwing sand as it may hurt people's eyes. They help to dry the apparatus when it has been raining so they do not slip and enjoy the responsibility of helping staff who are good role models for behaviour. Staff organise the pre-school environment into zones with different resources and activities in each, so children know where to find things. This strengthens children's independence skills.

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

The management team supervises and supports staff well so they all know their roles and responsibilities. The impact of staff training is seen in their practice, such as techniques to encourage children to behave well. Staff clearly know their responsibility to protect children's welfare and understand the procedures to report any concerns and keep children safe. Management effectively oversees and monitors all aspects of the pre-school to maintain high standards. It reviews planning for each child and groups of children to make sure it is effective in helping them all enjoy their learning and progress well. This gives children a good foundation to build all their future learning on.

Setting details

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|------------------------------------|--------------------------------|
| Unique reference number | 155340 |
| Local authority | West Sussex |
| Inspection number | 841967 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 26 |
| Number of children on roll | 38 |
| Name of provider | Playmates Pre School Committee |
| Date of previous inspection | 3 November 2011 |
| Telephone number | 01403 258317 |

Playmates Pre-School is a committee-run setting that opened in 1988. It operates from a community hall in Horsham, West Sussex. It is open each weekday from 8.50am to 2.50pm during term time. There are seven members of staff; four hold appropriate early years qualifications to National Vocational Qualification levels 2 and 3 and one is unqualified. Two members of staff hold early years degrees. The pre-school operates in-line with the Montessori educational philosophy and provides funded free early education for children aged two, three and four years.

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