

Inspection date

11 September 2015

Previous inspection date

5 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of the teaching is consistently good. Staff provide a wide range of good quality learning experiences for the children. As a result, the children are motivated and actively engaged in their learning.
- Staff ensure that children who speak English as an additional language are appropriately supported in their learning. For example, staff find out key words from parents and use visual clues to support the children.
- The leaders and managers are effective in driving improvement. All staff are committed towards achieving well in their teaching. Children receive high-quality, consistent adult interaction from well-trained staff.
- All children develop good relationships with the staff and with their key person, and form close bonds with them.
- The staff actively promote equality and diversity through the provision of well-chosen resources and activities and, as a result, children learn how to respect one another.

It is not yet outstanding because:

- Leaders and managers work hard to involve parents in their children's learning at home but are not always successful.
- Leaders and managers do not have robust monitoring methods to help them to determine how effectively gaps in children's learning are closing.

What the setting needs to do to improve further

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

- seek further ways to involve parents in their children's learning at home
- find more robust ways of determining how effectively gaps in children's progress are closing.

Inspection activities

- The inspector observed the quality of the teaching and the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager and owner, and sampled relevant documentation.
- The inspector spoke with the children's key persons about the children's progress.
- The inspector considered the owner's self-evaluation forms.
- The inspector considered the views of parents.

Inspector

Claire Meyer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have high regard for safeguarding children; they are well trained in safeguarding, and understand how to keep children safe and protect them from harm. Managers regularly meet with staff to ensure policies are followed, to reflect on teaching methods and training needs, and to address any issues or concerns. These checks help to promote high quality teaching and care across the staff team. Managers check that staff focus on children's individual educational plans to help children learning English as an additional language move to the next stage in their development. Managers seek feedback from parents to help shape and improve the care and education provided.

Quality of teaching, learning and assessment is good

Staff effectively plan interesting activities to help children learn and develop. Children have access to a wide range of resources that help them develop independence and learn about others. This helps children to make good progress with their personal, social and emotional development. Staff encourage children to learn through exploring different materials; for example, children enjoy playing with sand and water. They learn how to use tools and materials, and discover what else these can be used for. Parents share what they know about the children when they begin at pre-school and are well informed about their children's learning. Parents attend meetings with the key person to discuss their children's progress, at which staff explain their children's learning and development. This helps parents to be involved with their children's learning.

Personal development, behaviour and welfare are good

Staff quickly build strong relationships with children. The key-person system is good; it offers daily opportunities for children to spend time with their designated member of staff. This contributes well to children feeling happy and secure. In turn, children swiftly gain confidence and develop the skills to learn effectively. Staff use consistent methods when reinforcing the pre-school's rules. For example, they use certain language and pictures to support all the children in understanding how to behave well. Staff are good role models to children. Staff make good use of routines, such as snack time, to talk to children about their families. This approach supports children's self-esteem and their understanding of how people differ.

Outcomes for children are good

All the children, including those who speak English as an additional language, make good progress and they are well prepared for school. Children learn to listen and to do what is expected of them. Older children confidently recognise some of the letters in their names, and recognise and use some numbers.

Setting details

Unique reference number	EY305808
Local authority	Barking & Dagenham
Inspection number	834165
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	72
Name of provider	Kim-Marie Searle
Date of previous inspection	5 June 2009
Telephone number	020 8270 7102

Playland registered in 2003. It is located in Barking in the London Borough of Barking and Dagenham. The pre-school is open each weekday from 9.30am until 12.30pm and from 1.30pm until 4.30pm during school terms. The pre-school is accredited to receive government funding for the provision of free early years education to children aged three and four years old. There are nine members of staff employed, of whom eight hold relevant early years qualifications. One staff member holds Early Years Professional Status.

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