

# The Playpen

North Crescent School, North Crescent, WICKFORD, Essex, SS12 9AP



<b>Inspection date</b>	12 October 2015
Previous inspection date	6 December 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children's independence is well promoted. Staff teach children self-help skills so they are able to take care of their personal needs successfully.
- Teaching is of high quality. Staff plan interesting, purposeful learning opportunities that motivate and engage children. As a result, children make good progress towards the early learning goals.
- Strong partnerships with parents and other professionals ensure that children are well supported. Staff are successful in engaging parents in their children's education and help parents to support their children's learning at home.
- Children are developing the necessary skills and attitudes ready for school. Strong links with the receiving schools ensure that the move to school is a pleasant experience for both children and parents.
- Managers provide strong leadership for the highly effective and dedicated staff team. Accurate self-evaluation, alongside the views of parents, children and staff, ensures that the setting continues to improve.

### It is not yet outstanding because:

- Staff do not always consistently use assessment information to check on the progress of different groups of children.

## What the setting needs to do to improve further

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

- use assessment information more effectively to consistently assess and monitor the learning and progress of different groups of children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school managers.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Vicky Turner

## Inspection findings

### Effectiveness of the leadership and management is good

The setting is well led by two experienced managers who are committed to improving outcomes for children. The arrangements for safeguarding are effective. Staff have a good understanding of the procedures to follow relating to safeguarding children and make sure that children are fully protected at all times. Rigorous vetting procedures ensure staff are suitable to work with children. There are good arrangements for monitoring children's attendance. The curriculum is exciting and provides good opportunities for children to develop a greater understanding of the world around them. Staff have good opportunities for professional development, which enables them to meet children's diverse needs. Managers have supported a member of staff to complete a level 3 childcare qualification. Systems for monitoring staff performance are effective and enable staff to reflect on their practice.

### Quality of teaching, learning and assessment is good

Children benefit from a stimulating, well-organised learning environment and a well-designed outdoor play area where they can play, learn and explore. They have opportunities to use the host school's outside areas which provide rich learning opportunities for the children. Staff engage in meaningful conversations with children which extends children's vocabulary and promotes their listening and thinking skills. They successfully use sign language to support children with communication difficulties. Children talk enthusiastically about stories and choose books to take home to share with their families. Children show good use of mathematical language as they choose different sized pumpkins to paint and count the correct number of spiders. Regular, accurate assessments enable staff to plan interesting, challenging activities for their key children and to identify where extra individual support may be required. However, staff do not always use information from assessments effectively to check on the progress of different groups of children.

### Personal development, behaviour and welfare are good

Children are well cared for in this calm, welcoming environment. They have developed strong, secure bonds with the staff which helps them feel safe. Children enjoy healthy snacks and the spacious outdoor play area provides good opportunities for daily physical activities. Children enjoy playing parachute games and hunting for spiders. They behave well because staff offer clear explanations and set appropriate boundaries which children understand. Children learn about people and communities as they participate in various festival related activities, supported by good quality multicultural resources. Staff value children's efforts and achievements and use praise effectively to reinforce positive behaviours. This enables children to develop good self-esteem and confidence.

### Outcomes for children are good

Children make good progress towards the early learning goals. They learn good social skills, share and take turns. Children are developing good basic skills in readiness for the next stage in their learning. Children who receive additional funding also make good progress.

## Setting details

<b>Unique reference number</b>	EY414464
<b>Local authority</b>	Essex
<b>Inspection number</b>	851523
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Geraldine Shirmer & Caroline Wheeler Partnership
<b>Date of previous inspection</b>	6 December 2010
<b>Telephone number</b>	07821195388

The Playpen was registered in 1997. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm, Monday to Friday and 12.35pm until 3.35pm on Monday afternoons. The pre-school provides funded early education for two-, three- and four-year-old children.

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