

# Paston Playdays

Paston Ridings School, Paston Ridings, Peterborough, Cambridgeshire, PE4 7XG



## Inspection date

27 November 2015

Previous inspection date

8 July 2011

<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 make good progress. Staff use observations and assessment well to support children's learning and to help plan activities that engage them.
- Children's communication is well promoted and children who speak English as an additional language make significant strides in developing their speaking skills.
- Children have nutritious snacks and drinks and enjoy physical activity in the outdoor area. This helps support their growing awareness of how to be healthy.
- Relationships with parents are well established. They are encouraged to continue their children's learning at home and receive a range of good information about the setting.
- The manager and staff have a good understanding of how to drive improvements at the setting. Action plans are realistic and achievable and parents' input into these is welcomed.

### It is not yet outstanding because:

- Children do not have as many opportunities as possible to see their own language displayed around the setting.
- Staff's professional development is not focused as sharply as it could be on extending their good teaching skills to an outstanding level.

## What the setting needs to do to improve further

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

- enhance children's awareness of their own language so they develop an even greater understanding of their own cultures
- increase further the very good opportunities for staff's professional development, to help them raise their practice to outstanding.

### Inspection activities

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

### Inspector

K.A. Bryan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have received training in this area and understand the procedures to follow if they have any concerns about children. Risk assessments and daily checks help to ensure the premises are safe for children. Recruitment procedures are robust and a well-planned induction process helps staff to provide continuity in children's care. The manager has a good understanding of monitoring the educational programme and the progress children make in all areas of learning. The manager also works alongside staff, which helps her to offer support and guidance so that teaching is consistently good. Partnerships with parents and other providers are good. The input of external agencies helps to ensure all children's learning and development needs are met well.

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

Staff know children well and this helps them plan activities that reflect children's interests. Planning is detailed in a large book that contains observations and photographs of children, as well as their next steps in learning. Parents and children add their comments and this helps parents to be involved in their children's learning. Very good use is made of additional funding to help promote children's developing language. Staff have also received training in this area and they use good questioning skills to encourage children to listen and respond. A wide range of resources helps to support learning and children freely choose from these. A child happily sits quietly and looks through a book, narrating the story and becoming the different characters. Children's moves to school are arranged so they become familiar with the classroom and teacher. This helps to promote continuity in their learning and supports their emotional well-being effectively.

### Personal development, behaviour and welfare are good

Children settle well and staff take a good range of information from parents so they can meet children's needs. An effective key-person system helps children to feel secure. Children's independence skills are developing well. For example, they spread butter on their snack and put their shoes on and off. Children receive lots of praise for their efforts which raises their self-esteem. Staff are good role models and demonstrate to children how to behave well. This helps them learn to share, take turns and use good manners. An easily accessible outdoor area provides opportunities for children to spend time in the fresh air. They also learn to keep themselves safe as they take small risks, such as using bikes. Children enjoy trips out into the local community and staff acknowledge a range of festivals. This helps children develop a good awareness of similarities and differences between themselves and others.

### Outcomes for children are good

All children make good progress from their starting points and are acquiring good independence skills. They are developing the key skills needed to support them in their next stage of learning or the move to school.

## Setting details

<b>Unique reference number</b>	EY263021
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	860578
<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>	26
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Family Action
<b>Date of previous inspection</b>	8 July 2011
<b>Telephone number</b>	07939 669957

Paston Playdays Pre-school was registered in 2003. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 8.30am until 11.30am. The setting provides funded early education for two-, three- and four-year-old children and cares for children who speak English as an additional language.

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