

# Playdays Pre-school

Remembrance Road, Coventry, West Midlands, CV3 3DG



## Inspection date

26 November 2015

Previous inspection date

26 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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. They engage in a wide variety of exciting and challenging activities that takes account of their interests. The outdoor play area is used effectively to extend their learning.
- Staff know the children well and strong relationships have been formed. Children become familiar with the environment, staff and their peers through a gradual settling-in process.
- Children's love of books is nurtured. Staff are animated as they read to children who in turn delight in re-enacting their favourite stories. They listen intently and move in different ways to reflect the characters and their antics.
- Children behave well. Clear, consistent routines are in place within the setting and staff are good role models. Praise, encouragement and recognition of their achievements support children's self-esteem and confidence.
- Children enter a safe and secure environment. Staff are vigilant with regard to their well-being and potential risks within the setting have been minimised.
- Staff are proactive with regard to their own professional development and the continuous development of the pre-school. The views of parents are valued and evaluated and used to continually enhance the service they provide.

### It is not yet outstanding because:

- Staff do not consistently ask for precise information from parents about their child's level of learning and development in order to inform initial planning more swiftly.

## What the setting needs to do to improve further

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

- seek more detailed information from parents about what their children know and can do, helping to develop the initial planning more swiftly.

### 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 manager and provider. She looked at relevant documentation, such as the pre-school'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

Tracey Boland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their role in protecting children from abuse and neglect. They know the process to follow should they have a concern about a child. Staff assess risks in the environment daily and are vigilant at all times about the safety of children. Self-evaluation is used effectively to identify key strengths in the provision and areas for development. Parent consultations are used alongside questionnaires to continually gain feedback about the service they receive. Parents speak positively of the professionalism of staff. They express their delight at the activities their children participate in and state that their children enjoy coming to pre-school. Clear routines are established for the monitoring of the educational programmes and staff appraisals. Staff attend regular team meetings to share good practice and cascade any new information gained during training.

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

Children enter a bright, welcoming environment and settle quickly into their chosen activity. Staff have a good knowledge of children's interests and abilities. Resources are used effectively to support their interests and enhance their learning. Children's love of small-world play is reflected throughout the pre-school. They make different patterns in the sand with the dinosaurs and match different fish and sea creatures as they play with the pirate boat. Children use their imagination well as they make food for the staff and their friends. They chatter as they pretend to make pasta and reflect on occasions they have eaten it at home. Staff support children's communication and language development well. They ask questions, give children time to think about their response and show great interest in what they have to say. This supports children to become confident communicators.

### Personal development, behaviour and welfare are good

Children are happy and settled and clearly enjoy their time at pre-school. Relationships between staff and children are strong. Children develop confidence and independence. They are respectful to each other. Staff support children as they learn to share and negotiate through play, and understand the impact of their behaviour on others. Children enjoy playing an active role in preparing their snack. Each day they take turns to chop the fruit, learning to use cutlery safely and talking about the foods they are preparing. Children spend lots of time outdoors. They enjoy being active and use various wheeled toys and equipment that support their physical development. Children develop an awareness of the living world. They plant many different foods in the garden, watering them and watching how they grow before picking and eating them at pre-school.

### Outcomes for children are good

Children are independent learners and are confident to follow their own interests. They are developing self-help skills, for example, putting their coats and hats on for outdoor play and preparing their snack. All children, including those who receive funded education, make good progress. They are learning the skills that help to prepare them for the move to school.

## Setting details

<b>Unique reference number</b>	507693
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1028527
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Playdays Pre School Committee
<b>Date of previous inspection</b>	26 June 2013
<b>Telephone number</b>	02476 307970

Playdays Pre-school opened in 1984. The setting employs five members of childcare staff and of these, four members of staff hold appropriate early years qualifications. The setting opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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