

# Playmates Pre-School

Gipsyville Community Centre, The Greenway, Hull, East Yorkshire, HU4 6JG



## Inspection date

5 February 2016

Previous inspection date

21 March 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

- Staff gain a thorough understanding of the learning and development needs of the children. They plan exciting activities, both indoors and outdoors, which help to develop children's interest, enthusiasm and motivation. This helps children make good progress in their learning.
- Staff place a strong focus on promoting children's communication and language skills. There are plenty of opportunities for children to participate in language focused small-group activities, away from the busier main play areas.
- Staff talk to children in a calm and respectful manner. They help children understand how to make friends and manage their own feelings. Children behave very well at the pre-school.
- The manager and staff have taken effective steps to ensure that good progress has been made since the last inspection. As a result, the provision for children's learning and development has improved significantly.
- Children benefit from being taught and cared for by well-qualified staff. Staff update their skills and knowledge as they attend regular and relevant further training.

### It is not yet outstanding because:

- The organisation of small-group sessions for the youngest children, is not always effective in maintaining children's attention.
- Staff have yet to explore more successful ways to guide parents, so that a shared approach to children's learning is fully embraced.

## What the setting needs to do to improve further

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

- provide more opportunities for younger children to become deeply involved in small-group activities
- strengthen partnerships with parents even further and explore more ways to involve them in supporting their children's learning at home.

### 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 manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability and qualifications of staff working with children, a selection of policies and procedures and the pre-school's self-evaluation.
- The inspector looked at children's assessment records, learning records and planning documentation.

### Inspector

Estella Champion

## Inspection findings

### Effectiveness of the leadership and management is good

The leaders are passionate about their roles and the whole staff team work well together. Many effective changes to the pre-school have been achieved through rigorous monitoring and systematic performance management. Staff attend training and share good practice successfully with one another. Children's safety is promoted extremely well through robust safeguarding procedures. Arrangements for safeguarding are effective. Staff know the action to take if they have a concern about a child in their care. Staff are knowledgeable about working with disabled children and those who have special educational needs. Strong partnerships and working with other professionals ensure that children get the support they need. All parents strongly express how happy they are with the service they receive. They especially appreciate the warm relationships staff share with their children and the great variety of experiences on offer.

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

Staff guide and extend children's interests through skilful teaching. They undertake effective assessments and they keep a close check on children's progress. They are quick to recognise if a child is not achieving as well as they might and swiftly provide them with the support they need. The staff-to-child ratios exceed requirements and staff are effectively deployed to supervise and provide a good quality support to all children. The well-qualified staff implement tailored strategies so that children with less well-developed speaking skills make good progress in their development. Staff allow children the time and opportunity to try out new experiences and solve problems. Children benefit from having access to a wide range of resources. Children enjoy being able to use the resources in a variety of ways to extend their imagination. For example, children enjoy a role-play game outdoors after collecting a mix of toys to support their play. Staff know when to intervene to provide children with a further level of challenge, or to extend their play.

### Personal development, behaviour and welfare are good

Children and their families are given a good level of support to help them to settle into the pre-school. Staff use a variety of effective strategies to help children understand the behaviour that is expected of them. Staff help children to develop confidence and the ability to persevere. For example, they encourage children to develop their independence skills in ways which are appropriate for their age. Children are supported to develop the skills they need to be able to listen, take turns and share. Children are helped to understand how to make healthy lifestyle choices. They are encouraged to follow effective hygiene routines, such as handwashing. They benefit from daily use of the outdoor learning areas, gaining plenty of fresh air and exercise as they, run, jump and climb. Staff provide healthy and nutritious snacks. Staff help children learn about appropriate portion sizes and how to make healthy food choices during lunchtimes.

### Outcomes for children are good

All children, make good progress from their starting points. Children are well prepared for their next stage in learning as they move through the pre-school. They develop their early numeracy and literacy skills well, in preparation for school.

## Setting details

<b>Unique reference number</b>	EY277351
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1028184
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Playmates Pre-School Gipsyville Committee
<b>Date of previous inspection</b>	21 March 2013
<b>Telephone number</b>	01482 354261

Playmates Pre-School registered in 2004. The pre-school employs 11 members of childcare staff. Of these, 10 hold relevant qualifications at level 3 and one member of staff holds a relevant qualification at level 2. The pre-school is open each weekday, from 9am until 3pm, term time only. It provides funded early education for two-, three- and four-year-old children.

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