

# Playaway Pre-School

Stifford Parish Hall, Crammavill Street, GRAYS, Essex, RM16 2AP



## Inspection date

3 March 2016

Previous inspection date

11 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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's communication and language development are good. Staff fully encourage all children, including disabled children and those with special educational needs, and children who speak English as an additional language, to express themselves through activities that promote their speech and language skills.
- Staff have a good understanding of how children learn. They deliver varied and imaginative play experiences for children to promote their learning.
- There are warm and caring relationships between children and all staff. Children demonstrate that they are well settled and secure.
- Children demonstrate a positive approach to learning, and behaviour throughout the setting is good. Staff are excellent role models and interact well with children, which results in a calm and friendly atmosphere.
- Staff establish positive relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.

### It is not yet outstanding because:

- On occasion, less-experienced staff do not always have very high expectations of what each child can achieve, in particular the most-able children.
- There are fewer opportunities for children to explore a range of cultures and religions, extending their understanding of the wider world.

## What the setting needs to do to improve further

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

- support less-experienced staff in being more responsive to the needs of the most-able children in order to accelerate their progress
- explore further ways of building on children's growing understanding of family, the community and the wider world.

### 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 held a meeting with the manager and provider. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Clair Stockings

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and her committed staff team show a strong focus and passionate drive to provide a high quality of care and education for the children. They have worked systematically to drive improvement since the last inspection. Self-evaluation processes actively contribute to sustaining the very effective provision. The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. The manager monitors staff performance both informally, through working alongside the staff, and more formally through annual appraisals. Staff are supported to attend relevant courses and gain additional qualifications to further promote effective outcomes for children. The pre-school forms successful links with local schools in order to support children's future move on to school.

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

Children flourish in this warm and welcoming pre-school and make good progress in all areas of their learning. They eagerly explore and play, displaying emerging levels of independence and self-confidence. Staff regularly observe children and effectively use these observations to plan for their individual next steps in learning. Staff skilfully extend children's learning as they introduce simple mathematical concepts, such as shape and size. For example, during a craft activity, staff encourage children to talk about colour, texture and size, and children build on their early mathematical skills. However, there is potential for less-experienced staff to be even more responsive to the needs of the most-able children in order to offer them extra challenge in their learning. Outdoors, children clearly enjoy using a varied range of resources that supports their development across all areas of learning. All children are gaining skills which help to prepare them for their next stage of learning.

### Personal development, behaviour and welfare are good

Children share warm relationships with the approachable and friendly staff, who know them well. A well established key-person system is in place to support their emotional needs. Staff develop and extend children's understanding of the importance of a healthy lifestyle. Children benefit from regular fresh air and exercise during outdoor play and are offered a range of nutritious and healthy snacks. Children and staff sit together and are very sociable. Staff use these opportunities to encourage talk about the morning and to plan future activities. This is one way in which children's interests are further extended and they learn to listen to each other and form opinions. Staff effectively support children's emotional readiness for their future move on to school.

### Outcomes for children are good

All children are making good progress and are working comfortably within the range of development typical for their age. Staff promote children's independence and self-care skills effectively. For example, they independently choose their own activities from the good selection available and attend to their self-care needs. Children are well prepared for the next stage of their education.

## Setting details

<b>Unique reference number</b>	404928
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	1028795
<b>Type of provision</b>	Sessional 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>	26
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Gloria Ann Burton
<b>Date of previous inspection</b>	11 July 2013
<b>Telephone number</b>	01375 373591 01375 415713

Playaway Pre-School was registered in 1975. The pre-school employs seven members of staff, all of whom hold appropriate early years qualifications at level 3. It opens from Monday to Friday, during term time only. Sessions are from 9am until 12 noon and each afternoon, except Wednesday, from 12.15pm until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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