

Inspection date

20 May 2016

Previous inspection date

2 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The manager has a very good understanding of her role. She motivates staff through effective monitoring and coaching, and supports their professional development.
- The programme for mathematical development is well delivered. Staff and children use a wide range of mathematical language during planned and child-initiated activities.
- The special educational needs coordinator works closely with parents and external agencies to secure any extra help children may need. She also provides guidance for other staff in how to support children who have special educational needs.
- Staff have a good understanding of how to safeguard children and know what to do if they have any concerns about a child in their care.
- Children arrive happily and are keen to explore the activities on offer. They develop good levels of independence and the confidence needed to become effective learners.

It is not yet outstanding because:

- Ensure that parents have good opportunities to contribute to the evaluation of the setting and that their views are used to drive further improvement.
- Ensure children are ready for school by improving the management of group times, so that quieter children have frequent opportunities to contribute to the discussion.

What the setting needs to do to improve further

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

- help children understand the importance of allowing everybody to join in groups discussions so all are fully prepared for school
- provide more opportunities for parents to contribute to the evaluation of the provision.

Inspection activities

- The inspector observed children's activities, both indoors and out.
- The inspector held meetings with the manager and members of staff.
- The inspector looked at children's learning records and other relevant documentation.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Fran Fielder

Inspection findings

Effectiveness of the leadership and management is good

The new manager has made many changes to the provision since the last inspection that have had a positive impact on the outcomes for children. She has introduced an effective system to monitor staff performance. She meets with each member of staff to discuss their practice and their key children's progress and welfare. Staff have useful planning meetings where they discuss how to move individual children on in their learning. The manager oversees the broad curriculum and makes sure staff consider what children will learn from the activities they plan. Safeguarding is effective. Staff have a good understanding of the policies and procedures and implement these successfully. Parents receive newsletters that keep them informed of how the provision is operating. They have the opportunity to attend consultations with their child's key worker to discuss progress.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good because all staff have a thorough understanding of how children learn. Staff create an inviting space for children to play. They know the children well and make observations to determine each child's stage of development. They accurately assess children's interests and level of learning. As a result, children benefit from activities that are based on individual needs and preferences. Staff focus on developing children's communication skills during planned and child-initiated activities, such as story time and craft activities. They generally manage children's behaviour well and use some highly effective strategies that help children learn acceptable behaviour.

Personal development, behaviour and welfare are good

Children learn to respect each other's feeling. They understand and follow the pre-school rules. Discussions during group times help children learn to express their emotions in an appropriate manner. Children have good relationships with staff and confidently initiate conversations. Children understand the importance of eating a healthy diet. They enjoy outdoor play every day and often go to the top field in the school grounds to explore nature and learn about the world around them. They learn to manage their personal hygiene well. Children learn about road safety and know they must wait for the green man and the sound that indicates it is safe to cross.

Outcomes for children are good

Children make good progress. Where children's starting points are below the expected level for their age, staff support them well. Therefore, they are steadily catching up. Children are enthusiastic and well-motivated. They concentrate well on self-chosen activities. They follow diagrams to create models and designs using a range of construction materials, for example, competently using scissors and staplers to make headbands showing their favourite superheroes. They enjoy listening to well-known stories and delightedly recognise the rhyming words in the text.

Setting details

Unique reference number	EY232609
Local authority	Kent
Inspection number	1051584
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	25
Number of children on roll	25
Name of provider	Playaways Childcare Centre Limited
Date of previous inspection	2 December 2015
Telephone number	01843 852700

Playaways is a privately-owned setting. It registered in 2003 and operates from a mobile building adjoining Chilton School. Children have access to an enclosed outdoor play area. The setting is situated in a residential area in the town of Ramsgate, in Kent. The pre-school is open each weekday from 9am to 3pm, term time only. A breakfast club operates each weekday from 7.30am to 8.45am and an after school club operates from 3.15pm to 5.30pm, term time only. The provider employs seven members of staff. The setting receives funding for the provision of free early education for children aged two, three and four years.

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