

# Telford Playschool

Telford Infant School, Kelvin Road, LEAMINGTON SPA, Warwickshire, CV32 7TE



## Inspection date

13 September 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 plan according to children's interests and engage them successfully in a wide range of activities. They assess children's progress regularly in order to identify and close any gaps in their learning. Children are very well prepared for the next stage in their learning. They experience a good range of activities and resources that challenges and stimulates them.
- Staff know children well through the observations of their play. This helps staff to build on children's learning from clear starting points. There is a strong partnership with parents. They are well informed about their children's progress and activities, and are involved in their learning.
- Children's well-being is given the highest priority. Children thrive in this very happy and welcoming environment. Their behaviour is excellent. They learn to share and take turns as they play. Kindness and respect for others are modelled and promoted by staff so that children learn from them.
- Staff identify any gaps in children's learning for individuals and for groups of children. Staff work well as a team to share ideas and knowledge and there is continuous improvement in children's learning experiences. Staff work well with other professionals to support children.

### It is not yet outstanding because:

- Partnerships with other early years settings children attend are not established well enough to make sure that information about children's learning is shared regularly.

## What the setting needs to do to improve further

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

- extend the arrangements for exchanging information with the other settings that children attend, in order to fully support and complement children's care and learning experiences.

### 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 one of the playschool supervisors.
- The inspector held a meeting with both of the playschool supervisors. She looked at relevant documentation, such as the playschool's self-evaluation and evidence of the suitability of staff working in the playschool.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand and implement thorough safeguarding policies and procedures. They have all recently attended training in child protection and understand the process to follow if they have a concern about a child. Staff supervise children vigilantly and the premises are secure. Staff are well motivated to provide good quality care and learning for children. They work with the staff from the school on the same site to moderate children's progress reports. This helps the school staff to have an accurate picture of each child's stage of development when they start school. The supervisors work with staff to reflect on their practice and evaluate the provision in order to plan improvements. They share some information about children's well-being with the other settings that children attend.

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

Staff have a secure understanding of how children learn through play. They use their observations to plan ways to build on each child's progress effectively. Planning is evaluated and adapted according to children's individual interests and learning styles so that children are fully engaged in the activities. Staff help three-year-old children to compare and order the sizes of dolls. They ask children which one they think is the longest, tallest or shortest and if they think they are taller than the dolls. They measure each other with a tape measure and look at the numbers to decide which children are taller and shorter. Staff help children to write their names on labels which they stick on the wall at each child's height. Children learn letters and sounds through focused daily activities. They choose pictures, name them and say which words rhyme.

### Personal development, behaviour and welfare are good

The caring staff meet children's needs and comfort them if they are upset. They work with parents to help children settle gradually into the playschool. Staff maintain consistency in children's care through their effective communication with parents and they form excellent relationships with children and their families. Healthy eating and lifestyles are promoted well. Children have plenty of exercise in the garden area, the school playground and the hall. They develop their physical skills well through their use of these areas and the equipment provided. Staff praise children frequently and they gain confidence and good self-esteem. Children learn about a range of other cultures and festivals through exciting activities, such as a visit to a Sikh temple. Their home cultures are valued and parents are invited to share their traditions. Children are very well prepared, both emotionally and developmentally, for the move to their new settings, including school.

### Outcomes for children are good

Children gain independence in readiness for school. They learn to take responsibility for hanging up their bags and putting on their hats before they go outside. Children decide when to have their snack and pour their own drinks. They develop early literacy and mathematical skills through exciting activities. Three- and four-year-old children are competent in their use of the computer and mouse. They learn positional language through listening to instructions about where to move sea creatures on the monitor.

## Setting details

<b>Unique reference number</b>	EY481120
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	988423
<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 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Telford Playschool
<b>Registered person unique reference number</b>	RP905245
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01926428700

Telford Playschool re-registered as a charitable incorporated organisation in 2014. The playschool employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. One member of staff holds qualified teacher status. The playschool opens from Monday to Friday during term time. Sessions are from 8.40am until 11.40am and from 12.40pm until 3.40pm. The playschool provides funded early education for two-, three- and four-year-old children. The playschool also supports children who speak English as an additional language and children who have special educational needs or disability.

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