

The Pre-School Play Station

The Village Hall, Station Road, Broughton Astley Leicester, Leicestershire, LE9 6PT

Inspection date	28 November 2016
Previous inspection date	29 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The manager and staff have taken steps to improve the provision since the last inspection. Issues linked to accident records have been addressed. Observation and assessments are used effectively to plan activities and support that help children to make good progress.
- Partnerships between staff and parents are effective in ensuring that they work successfully together to meet children's care and learning needs. Parents share positive views about the provision. They identify the friendliness of staff, say that staff care for children as individuals and comment on how much their children learn.
- Children's social and emotional needs are well met by staff. Relationships between staff and children are very good.
- Children make good progress in their physical development. They practise their good manipulative skills in a variety of different ways.
- Staff support children's literacy development well. Children take part in different mark-making activities, enjoy listening to stories and choose to look at books independently.
- Children count, name shapes and use mathematical language while they play.

It is not yet outstanding because:

- Staff do not consistently give children enough time to put their own thoughts into words while talking with them and when asking them questions.
- Children are not fully supported in making spontaneous and independent decisions about their play.

What the setting needs to do to improve further

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

- support children consistently in putting their own thoughts into words during conversations and when questions are asked of them, in order to extend their thinking skills
- extend opportunities for children to be more independent and spontaneous in their choice of activities and resources.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the provider, who is also the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector completed a joint observation with the manager.
- The inspector obtained and took account of the views of parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The premises are safe and secure and necessary suitability checks for staff have been completed. Staff are aware of their responsibilities to protect children from harm, and the local procedures to follow if they are concerned about a child. Systems for monitoring the quality of the provision have been reviewed since the last inspection and the manager and staff demonstrate a strong commitment to ensuring sustained improvement. The manager ensures that staff keep their knowledge of early years issues up to date. They are aware of the duty to prevent children being drawn into situations that may put them at risk of significant harm. The manager values the advice and support provided by a representative of the local authority as part of her review of the provision. She seeks feedback from parents verbally and through a questionnaire. A recent change has been the introduction of an online system for observation and assessment. Parents comment positively about the system, saying how it has helped them to understand children's learning and development.

Quality of teaching, learning and assessment is good

The well-qualified staff use what they know about the children to challenge them effectively in their learning and development. They observe and assess children's progress, and planning for future learning is based on a good knowledge of each child and their family. Children practise their good manipulative skills while they make marks in different ways, for example, young children choose to draw using different coloured marker pens. Staff model how to create a rainbow and encourage children to name the colours as they copy. Older children play a game that involves throwing a ball into a target and drawing a line on their score sheet each time they are successful. Children then count the lines to add up the total of their successes. Children's sensory exploration is promoted well, for example, they investigate a variety of natural resources. Staff support children in putting these into the water tray and discovering whether they sink or float.

Personal development, behaviour and welfare are good

Children's emotional security is initially addressed with a good settling-in procedure that is agreed with parents. They enjoy their learning in a welcoming environment. Children behave well. They learn to share and take turns, and older children readily do so. Children are physically active every day. They develop an understanding of dangers. For example, the fenced outdoor area is accessed via a pathway adjacent to a car park and children know expectations for walking safely. Children's good health is promoted well. They manage their self-care needs hygienically and gain an awareness of healthy eating.

Outcomes for children are good

Children are developing good skills that help them to be ready for the move on to school. They are safe, secure and happy. Children manage simple tasks for themselves, such as putting on coats. Younger children use simple sentences and older children speak clearly. Older children's pencil control is developing well. They are able to form recognisable shapes while drawing and they are learning to write their names. Children are learning to link sounds with letters.

Setting details

Unique reference number	226492
Local authority	Leicestershire
Inspection number	1051263
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	39
Name of registered person	Sandra Rushforth
Registered person unique reference number	RP908190
Date of previous inspection	29 April 2016
Telephone number	07962104553

The Pre-School Play Station was registered in 2001. It employs seven members of staff, all of whom hold early years qualifications ranging from level 3 to level 5. The pre-school opens during term time only, Monday to Friday from 9am to 3pm. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

