

# The Playstation Preschool

The Studio, c/o Hadleigh Cp School, Station Road, Hadleigh, IPSWICH, IP7 5HQ



## Inspection date

9 February 2017

Previous inspection date

12 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Teaching is good. Staff observe and interact with children as they play. These skilful interactions extend and challenge children's learning. This means that all children are developing their communication and language skills.
- The manager and staff are positive role models. They help children to consider the feelings and emotions of others, supporting them to manage their behaviour appropriately. Consequently, the atmosphere in the pre-school is calm and friendly.
- The manager regularly evaluates and reviews all areas of the pre-school. She takes account of the views of the staff, parents and children to identify strengths and weaknesses, in order to help make changes that will benefit the children.
- Partnerships with parents are strong. Staff share detailed information about children's progress and help parents to support children's learning at home.
- Children are happy, confident and secure because staff build positive relationships with them. This helps children to settle well at the pre-school and to develop secure bonds with the adults caring for them.

### It is not yet outstanding because:

- Although the manager has introduced a system for tracking children's progress, this is not yet refined enough to inform more rigorous analysis of the impact of teaching and intervention for different groups of children.
- The arrangements for the supervision and support of staff are not fully embedded, in order to clearly identify how individual staff members can raise the quality of their teaching practice to the highest level.

## What the setting needs to do to improve further

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

- refine the tracking of children's progress, in order to inform more rigorous analysis of the impact of teaching and intervention for different groups of children
- enhance the current arrangements for staff support and supervision, and identify ways to raise the already good standard of teaching practice to an even higher level, in order to promote excellent outcomes for children.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the procedures that they should follow if they have concerns about a child's welfare. They take effective action to protect children's health, safety and well-being, and staff supervise children well. The manager and staff reflect on their practice regularly, and identify and target areas for improvement. For example, recent training has enhanced staff's skills in providing an effective environment for two-year-old children. Partnerships with parents are effective and provide consistency for children. The manager monitors the educational programmes and she has recently introduced a new assessment system, in order to improve the accuracy of children's assessments even further. Parents are well informed about their child's learning and they are happy with the care that their children receive.

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

Staff know the children well and have a good knowledge of how children learn. They use their observations and assessments to plan effectively for children's next steps in learning. The quality of teaching is consistently good throughout the pre-school. Children enjoy both leading their own play and taking part in activities guided by adults. Staff promote children's communication and language development well because their interactions with children are strong. They talk to children and consistently use open-ended questioning to challenge and extend their thinking. Staff provide a range of interesting and stimulating resources in the indoor and outdoor environments. Timely interventions by staff ensure that all children's needs are appropriately met and that children develop the skills and attributes needed to support their move on to school.

### Personal development, behaviour and welfare are good

Children are happy and secure; they develop good relationships with the staff and their peers. An effective key-person system ensures that the individual needs of each child and their family are met. Children are treated as individuals and with respect. Staff speak to them calmly, reminding children about expectations for behaviour as required. This helps them understand how to manage their own behaviour and to make friends. Staff help children to understand about risk and how to keep themselves safe. For example, staff provide gentle safety reminders as children construct a wall with large building blocks. Children develop an understanding of healthy lifestyles. They enjoy regular fresh air and exercise in the outdoor area.

### Outcomes for children are good

All children make good progress from their starting points. Children are well settled and develop good attitudes to learning. They show increasing independence in making decisions and select what they want to play with from the well-organised resources. Children look at books, happily exploring them on their own or with others. They enjoy building with magnetic blocks and comparing the height of the towers they have made. Children's personal, social and emotional development are supported well. They develop friendships and become confident communicators. Children learn the key skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	EY292798
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1064627
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	The Playstation Preschool Group Committee
<b>Registered person unique reference number</b>	RP523464
<b>Date of previous inspection</b>	12 November 2013
<b>Telephone number</b>	01473 824271

The Playstation Preschool was registered in 2001. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, four hold level 3, and one holds early years professional status. The pre-school opens Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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