

# Child's Play Pre-school

Guildford United Reform Church, 83 Portsmouth Road, Guildford, GU2 4BS



## Inspection date

8 November 2017

Previous inspection date

17 June 2014

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

- The management team has high expectations for themselves and the staff team. It values and supports the professional development of staff, which continuously raises the quality of the teaching and learning opportunities for all children.
- Children are starting to understand the similarities and differences in themselves and others. They take part in many activities, role play and discussions that help them to become inquisitive and curious about the wider world.
- Partnerships with parents and other professionals are strong. Staff successfully share information about children's progress with parents. They work together to provide a joined-up approach to children's learning.
- Staff have a good knowledge of how children learn and develop. They effectively use the information gathered when children first start, to plan precisely for their needs and likes. They provide activities and resources that excite and engage children.
- Children behave well. Staff are good role models who help children to understand about boundaries and expectations. Children happily share and take turns with their peers.

### It is not yet outstanding because:

- The manager does not fully involve the views and comments of parents, staff and children to help reflect on practice and make changes to develop the pre-school.
- Staff do not provide as many opportunities for children who prefer to learn outdoors to use numbers and letters in their independent play to extend their learning.

## What the setting needs to do to improve further

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

- enhance the use of self-evaluation to include the comments and views of parents, staff and children to help identify areas for development and change
- provide more opportunities for children to use letters and numbers in their independent play, to fully support those who prefer to learn outdoors.

### Inspection activities

- The inspector had a tour of the premises and held a meeting with both managers. She also discussed the use of self-evaluation and the pre-school's areas for improvement and change.
- The inspector spoke with parents and took account of their views and comments.
- The inspector observed the teaching and learning and the interaction of staff in both the indoor and outdoor environment, and the impact this has on children's development.
- The inspector carried out a joint observation with one of the managers. She also spoke with staff and children at suitable times throughout the inspection.
- The inspector sampled a range of documentation, including staff qualifications and suitability checks, policies and procedures, and children's progress and development files.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures staff have a secure knowledge of the procedures they would use to identify and report any concerns to protect children's welfare. They have worked well in completing the previous inspection recommendations. For example, there is now an abundance of print to help children who are learning English as an additional language to use in their play and learning, and children celebrate together their heritage and cultures. The management team uses a robust recruitment procedure to help ensure the suitability of staff. It uses thorough risk assessments and reviews regularly to keep them up to date to help eliminate potential risks for children. The management team consistently monitors children's progress. Through this, it quickly identifies any gaps in their learning and provides additional support if required.

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

Staff use a good observation, assessment and planning system. They know children well. They are a strong team who provide an enticing and welcoming play environment. Staff help children to explore with their senses and develop their early mathematical skills. For example, they encouraged children to discuss and feel the twigs they had collected at forest school and to compare their sizes to find the tallest and the smallest one. Staff build on good language and communication opportunities with children. For example, they enter into lengthy discussions with children during an experiment. Children talked about what they were doing as they used a pipette to drip water onto coloured skittles and watched intently as the colours changed and merged.

### Personal development, behaviour and welfare are good

Staff are warm and caring. They patiently wait for children to ask and answer questions. This helps children to build a good level of self-esteem and confidence, and supports their emotional well-being. Staff understand the importance of helping children to understand how to keep themselves safe and healthy. For instance, they clearly explain the rules for using the climbing frame and discuss healthy eating and making good choices during cookery sessions. Staff help children to become interested and keen learners. For instance, they looked at the different colours of the leaves outdoors and discussed the autumn season with staff.

### Outcomes for children are good

All children develop well from their initial starting points. They are gaining the necessary skills that they require for their future learning and their eventual move on to school. Children are engaged and happy in their learning. They gain good independence. For instance, they access all areas and resources to choose what they like doing. Children are using the early stages of technology purposefully in their play. For instance, they looked at different shapes and colours on a light box and then discussed the patterns they create.

## Setting details

<b>Unique reference number</b>	EY470572
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1069871
<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>	36
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Child's Play Pre-school Ltd
<b>Registered person unique reference number</b>	RP533163
<b>Date of previous inspection</b>	17 June 2014
<b>Telephone number</b>	01483 565343

Child's Play Pre-school re-registered in 2013 as a registered company after operating since 2008. It is located in Guildford, Surrey. The pre-school opens five days a week during school term time only, from 8.30am to 9am for an early club, a morning session from 9am to 1pm and an afternoon session on Monday, Tuesday, Wednesday and Thursday from 1pm to 3.45pm. In addition, there is a forest school on Tuesday and Thursday from 9am to 1pm. There are nine staff who work directly with the children. Of these, one member of staff holds an early years degree at level 6, one staff has qualified teacher status, one staff has a qualification at level 4 and four staff hold a qualification at level 3. The setting receives funding to provide free education for children aged two, three and four years.

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