

Playwell Pre School

Eltham Park Baptist Church, 32a Westmount Road, London, SE9 1JE



Inspection date

30 November 2017

Previous inspection date

30 June 2015

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

- Children are confident to discuss their play and engage well with each other. For example, when children built a brick house, they expertly discussed what they had made, what materials they used and explained how many people could fit in it.
- Parents are happy with the care and teaching their children receive. Children separate from their parents well and are bright and motivated to learn.
- The recommendation from the previous inspection has been met well. Children have daily opportunities to develop their physical skills such as climbing and balancing.
- Managers and staff promote children's safety well. For example, all staff hold paediatric first-aid training certificates and are confident to respond to medical situations should they arise.
- Staff provide very good support for children who speak English as an additional language.
- Children show a high level of independence. They freely select the activities they wish to play with, inside and outside.

It is not yet outstanding because:

- Sometimes, staff do not encourage children to make full use of the good range of learning experiences provided.
- On occasions, discussions and explanations promoted by staff are beyond children's stage of development. For example, elements of a weighing activity were too advanced for children to understand.

What the setting needs to do to improve further

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

- support staff to be clear about why activities are set out to encourage children to make good use of all of the learning experiences on offer
- build on the good teaching techniques already in place to ensure that activities are reliably matched to children's abilities and stage of development.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development indoors and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and the management committee.
- The inspector carried out a tour of the premises and carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection. The inspector also took account of written testimonials received on the day of the inspection.
- The inspector looked at children's records, planning documents, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Victoria Forbes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager, committee and staff understand child protection issues well and are clear about their responsibility to keep children safe from harm. For example, staff know the procedures to follow if they have a concern about a child's welfare. The staffing ratio is good. The management team has effective systems for recruitment, induction and appraisal. Staff are appropriately qualified and have a good understanding of how to provide for children's development and welfare needs. Staff keep their practice up to date through continued training and this strengthens their expertise to support children's learning further. Associations with parents, carers and other professionals are strong. For example, parents are currently developing a library to support children's reading at home, which helps to support continuity for children's learning. Areas for improvement, identified through suitable self-evaluation, are effective and support improved outcomes for children.

Quality of teaching, learning and assessment is good

Staff assess, monitor, evaluate and plan for children's learning and development well. This helps to support the good progress children make from their starting points. For example, staff provide a broad range of good-quality toys, resources and activities indoors and outdoors to inspire children's curiosity, develop their critical-thinking skills and promote their independence. Children show strong cooperation, motivation and eagerness to learn during their self-led play, demonstrating their enjoyment for learning and good social and emotional skills. Children are confident and motivated to demonstrate their expertise as dual-language learners. For example, children routinely speak to each other in English and in their home languages during their routine play.

Personal development, behaviour and welfare are good

Staff are caring role models who know the children well. They use a range of strategies, such as praise and gentle encouragement, to nurture, protect and guide children. Children display good emotional security through their good behaviour and the kindness they show towards each other. For example, older children help younger children settle quickly by playing with them and comforting them when they are upset. Staff ensure children receive appropriate privacy when nappy changes occur. Children have good opportunities to be active during outdoor play, where they enjoy fresh air and physical exercise, expertly showing their ball and batting skills.

Outcomes for children are good

Children enjoy their learning experiences. The emphasis on supporting children's language and communication development enables all children, including dual-language learners, to make good progress. Children develop suitable early writing and reading skills. For example, older children write their names independently and younger children listen to and join in with familiar stories. Children develop good independence skills suitable for their next steps in their learning and for school.

Setting details

Unique reference number	509635
Local authority	Greenwich
Inspection number	1091166
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 - 4
Total number of places	35
Number of children on roll	29
Name of registered person	Eltham Park Baptist Church Playwell Pre-School Committee
Registered person unique reference number	RP903935
Date of previous inspection	30 June 2015
Telephone number	07763887181

Playwell Pre School registered in 1972. It operates from Eltham Park Baptist Church in the London Borough of Greenwich. The pre-school is open Monday to Friday during term time only. Morning sessions are from 9am until 12pm and afternoon sessions run from midday to 3pm. The provision receives funding to provide free early education for children aged two, three and four years. There are nine members of staff, all of whom hold appropriate early years qualifications.

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