

Playdays Pre-School

6 Memory Lane, Plymstock, Plymouth, PL9 9GH



Inspection date

23 February 2018

Previous inspection date

13 June 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The committee has failed to notify Ofsted of relevant changes, despite similar areas for improvement being raised at a previous inspection. The committee have not informed Ofsted of changes such as the appointment of a new manager and committee members, and changes to operational hours. As a result, Ofsted have been unable to carry out necessary suitability checks.
- Arrangements for the recruitment of new staff and committee members are not robust enough. As a result, leaders cannot be assured that adults involved in the pre-school are suitable.
- The manager has not received an induction or regular supervision since taking up the role. The committee do not monitor her performance, so they are unable to gauge her effectiveness.

It has the following strengths

- Staff provide children and parents with a very welcoming environment. They respond to the children with warmth and kindness. Children are happy and confident and quickly settle in at pre-school.
- Staff accurately assess the progress children make. Staff plan activities which help children to make good progress.
- Staff use effective strategies to help children form positive relationships with each other. For example, they use a visual button system to encourage children to share and take turns.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
<ul style="list-style-type: none"> ■ implement effective procedures to check that all staff and committee members are suitable to be involved in the care of children 	16/03/2018
<ul style="list-style-type: none"> ■ ensure that all staff, including the manager, receive regular supervision to monitor their performance, identify training needs and discuss areas for further development 	16/03/2018
<ul style="list-style-type: none"> ■ improve knowledge and understanding of the events that must be notified to Ofsted, such as new managers and committee members, changes to operational hours, and any changes that may impact on the suitability of staff and committee members 	16/03/2018
<ul style="list-style-type: none"> ■ ensure that all staff receive induction training to help them understand their role and responsibilities. 	16/03/2018

Inspection activities

- The inspector observed the quality of teaching and learning.
- The inspector and the manager conducted a joint observation.
- The inspector had a telephone conversation with the chair of the committee.
- The inspector gathered views and feedback from parents.
- The inspector spoke with children and staff.
- The inspector sampled a range of documentation.

Inspector

Johanna Hughes

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The committee do not do enough to ensure everyone involved in the running of the pre-school is suitable. They have failed to ensure that all committee members have undertaken a Disclosure and Barring Service check and have not provided Ofsted with information when committee members change. The current manager was appointed six months ago. However, Ofsted were not notified of her appointment. She has not received an induction to her role or been provided with support and guidance through regular supervision. Nevertheless, the manager has a very good understanding of what the staff team do well. She has identified, and begun to address, relevant areas for development. She has worked well with the team to improve the quality of teaching. For example, she ensures that the staff team receive coaching and support and acts as a strong role model for them. The manager and staff have effective partnerships with parents. For example, parents speak highly of the pre-school and report that the staff keep them well informed of their children's progress.

Quality of teaching, learning and assessment is good

Staff know the children well. They identify, track and monitor groups of children closely to ensure that the activities they provide meet the needs of everyone. For example, staff use a good range of resources to extend children's mathematical development. Children show an active interest in mathematical concepts, such as counting bears and using a magnetic fishing game to identify numerals. Children with additional needs are well supported. Staff work closely with other agencies to ensure that individual plans are devised and implemented. They identify children who will benefit from targeted speech and language support and deliver specialist programmes enabling children to make rapid progress.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised due to significant weaknesses in the pre-school's recruitment processes. However, the staff teach the children to learn how to keep themselves safe. They encourage the children to identify and respond to risks. For example, children use mini red flags to identify potential hazards in the garden area before they go out to play with their friends. The key person system is effective and staff have a close bond with their key children. Children have a strong sense of belonging and show confidence in their environment. They are encouraged to be independent. For example, they pour their own drinks and older children help younger children during mealtimes.

Outcomes for children are good

Children are well prepared for their transition to school. Their literacy skills are promoted well. They are able to recognise their own name when they self-register each morning. They explore making marks when they use clipboards and pencils in the doctors' role play area and 'write' down their patient's symptoms. Additional funding is used well to support children's individual development. For example, children's physical skills have improved with the introduction of a pirate ship climbing frame.

Setting details

Unique reference number	117216
Local authority	Plymouth
Inspection number	1125641
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	19
Name of registered person	Plymstock and District Community Association Committee
Registered person unique reference number	RP517719
Date of previous inspection	13 June 2014
Telephone number	01752403312

Playdays Pre-School operates at Plymstock Community Centre in Plymouth, Devon. It registered in 1975 and is managed by a committee. The pre-school is registered on the Early Years Register. Sessions are Monday and Tuesday from 8am until 1pm, Wednesday, Thursday and Friday from 8am to 3pm. They operate during school term times only. The pre-school receives funding to provide free early education for two, three and four years old. There are four staff employed to work with the children. Of these, one holds an Early Years Professional Status, two staff have early years National Vocational Qualification at Level 3 and one, who holds a Level 2, is working towards Level 3.

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.

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