

# Playdays Pre-School (Woolston)

Hall Road, Woolston, Warrington, Cheshire, WA1 4PA



<b>Inspection date</b>	19 April 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not ensured that all of the records which evidence the checks that they have carried out when recruiting new staff are available for inspection, as is legally required. The missing records do not have a significant impact on children's safety.
- Current arrangements for assessing children's starting points do not make the best use of all parents' knowledge about what their child can already do, particularly when children are learning to speak English as an additional language, to help staff plan precisely targeted opportunities for learning from the outset.
- Teaching during some whole-group activities is not highly effective in promoting the precise learning objectives in place for children at different stages of development.

### It has the following strengths

- The day-to-day manager organises the provision for children effectively. She monitors it closely and drives improvements which promote good outcomes for children.
- Teaching is good overall. Staff plan a broad range of interesting activities that children enjoy. Children make particularly good progress in their personal and social development and develop good early literacy skills.
- The experienced, caring staff promote children's emotional well-being very well, building children's confidence to help them become well-motivated, independent learners.
- Staff relate well to the children and help them to feel safe. Children's behaviour is very good. They are familiar with the pre-school routine and understand what is expected.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- ensure that all required records are easily accessible and available for inspection. 26/04/2018

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

- make full use of parents' knowledge about what their child can already do, particularly when children are learning to speak English as an additional language, to help staff rigorously assess and plan precisely for each child's learning from the outset
- sharpen the focus of teaching when planning and delivering large-group activities, to more specifically promote the learning of children at different stages of development.

## Inspection activities

- The inspector observed activities indoors and outside, and assessed the impact this has on children's enjoyment and development.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with both of the directors. She looked at relevant documentation, such as the nursery's self-evaluation, and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke with children and a small number of parents during the inspection and took account of their views.

## Inspector

Angela Rowley

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Although the provider has not ensured that all records are available for inspection, to help them demonstrate the full range of checks they carry out on new staff, they provide sufficient information to evidence basic suitability. Staff induction is strong and all staff understand how to respond to concerns about children's welfare. The manager carefully considers risks and ensures that children are very well supervised. She works closely with most parents and professionals to share information. Additional funding to support disadvantaged children is prioritised well. Monitoring arrangements, including staff supervision and a regular analysis of all children's levels of achievement, help the manager to consider ways to continually improve the already good teaching and outcomes for children.

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

Staff know their key children very well. Once children settle, staff begin to make regular checks on their progress to help them plan how to support their individual learning needs. High priority is given to teaching all children to develop their listening and speaking skills, their social skills and their interest in literacy and mathematics. Overall, staff engage children well and enhance the possibilities for learning as they skilfully shape children's self-chosen play. They provide many good opportunities for children to hear the sounds that letters represent and to see the written word. Staff encourage children to make marks and to write for a purpose. They demonstrate well and support children to form letters and numbers during the interesting and interactive activities they provide.

### Personal development, behaviour and welfare require improvement

Weaknesses in the way the provider keeps records limit their ability to demonstrate that children's welfare is promoted to a good level. In practice, however, the nurturing staff help children to feel safe so they learn to take risks and try new things. The small, highly welcoming environment and staff's positive interactions ensure that children are happy to attend. Staff make very effective use of the well-planned play areas, both inside and outside, to motivate children to play and explore. Staff successfully organise snack times as a way to help children develop coordination and self-care.

### Outcomes for children are good

Children thrive in the pre-school and make good progress. They are well motivated by the good range of activities and they become keen, interested learners. Children show awe and wonder when they investigate. They excitedly seek out staff to show them the interesting things they have found. Children collaborate as they play and they develop strong friendships. During well-planned routines, such as registration and snack times, they learn the skills and behaviours they will need in readiness for school. Children who are learning to speak English as an additional language progress well, although staff have more to do to work with some parents to help them assess even more precisely what children know from the outset.

## Setting details

<b>Unique reference number</b>	EY497073
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1040783
<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>	32
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Playdays Pre-School (Woolston) Ltd
<b>Registered person unique reference number</b>	RP905022
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07900676645

Playdays Pre-School (Woolston) re-registered in 2016 and has been open since 1982. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am to 2.45pm.

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