

Inspection date	7 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 dedicated staff team provides a nurturing environment that builds children's confidence. Children are very happy and keen to explore.
- Children behave well and are kind and considerate to each other. Staff are positive role models. They use frequent praise and gentle reminders so children know expectations.
- The quality of teaching is strong. Overall checks for assessing and planning children's learning are effective. Staff recognise what children can do and identify any possible gaps in learning. All children make good progress from their starting points.
- Staff work closely with professionals and the host school to identify areas for their development. For example, they used school training to help them understand how a child's early relationships can affect them and help them to develop a healthy brain.
- Staff help children learn about good standards of hygiene and the benefits of a healthy lifestyle. They sit with the children and they talk happily together as they eat.
- Leaders and managers are ambitious and have high expectations. They evaluate the setting well and welcome ideas and suggestions to keep improving practice.

It is not yet outstanding because:

- At times, some staff do not recognise opportunities to extend and challenge children's interests and abilities, to ensure they achieve their highest potential.
- Staff are not consistently successful at sharing information about children's learning with shared settings children attend, to fully support their progress.

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 recognise and use all opportunities to challenge and extend children's emerging interests and abilities, to maximise their learning fully
- build on the opportunities to work with all settings that children attend, to enhance continuity of children's learning even further.

Inspection activities

- The inspector observed staff interactions with children in play activities indoors and outdoors and looked at the available resources. She also carried out a joint observation with management.
- The inspector had discussions with the headteacher of the host school, two school governors, the manager, staff and children, at appropriate times.
- The inspector had discussions with parents and took account of their views, including through written testimonials.
- The inspector looked at children's information, attendance records and development records.
- The inspector checked evidence of the suitability and qualifications of staff.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider checks carefully that all members of staff are suitable for their roles. Staff complete child protection training and know what to do if they have a concern about a child's welfare. They know how to keep children safe and use risk assessments efficiently to check play areas are safe. Leaders show a clear intention to drive practice forward, with the full support of the staff team. They monitor staff practice to help to identify future training needs and areas for development. Regular supervisory meetings with staff help to support their practice and improve their skills. Staff engage well with parents to obtain their views. Parents report that their children are 'very happy' at the setting and that their children make great progress.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents when children first join and then undertake ongoing observations and assessments to track children. This gives staff good information to develop activities for each child. Staff plan activities, resources and story times around individual children's interests, such as mini-beasts and gardening. They introduce new words, counting and early sums to children as they play. Early writing opportunities are available throughout the setting and there is a clear focus on developing children's mark-making skills. Staff use all play opportunities to develop children's communication and language skills and their understanding of the world. For example, they talk together about the growth of a butterfly, use buttons to create a caterpillar and enjoy adding to a story map as they recall where a cocoon came from.

Personal development, behaviour and welfare are good

Staff provide a well-organised, caring environment where children are able to access resources easily and can explore their surroundings. For example, staff use pictures and labels routinely in the learning environment. They know these are useful ways to help children to make choices and to begin to understand that words carry different meanings. For instance, children select songs they want to sing from a choice of props in a song basket. Staff remind children of the setting's golden rules to keep them safe, such as not to run indoors. They understand the importance of familiar routines for younger children. They know this is one way of helping them to understand what will happen next.

Outcomes for children are good

There are very good arrangements to prepare older children for their moves to school. Children talk together as they confidently use paints and pens to draw pictures and copy words from cards. They ask each other to read and sing rhymes together. Children learn to listen well in group situations and learn to contribute their views. They are confident learners and ready to explore and experiment in their own way.

Setting details

Unique reference number	EY500772
Local authority	Gloucestershire
Inspection number	1053939
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	45
Number of children on roll	71
Name of registered person	Longlevens Junior School
Registered person unique reference number	RP910105
Date of previous inspection	Not applicable
Telephone number	01452 300824

Playdays re-registered in 2016. It is based in Longlevens Junior School, Gloucester. The setting opens five days a week during term time. It operates from 8.30am until 3.30pm. The setting receives funding for the provision of free early education for children aged two, three and four years. The governing body employs nine members of staff who work directly with the children. Of these, five hold relevant early years qualifications at level 3 and one holds a qualification at level 5. The manager holds early years teacher status.

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