

Playclose Preschool

Methodist Church, Swindon SN5 4DP



Inspection date	25 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- The manager has a clear vision for the pre-school and is determined to provide high-quality care and learning for children. She seeks staff, children's and parents' views. She welcomes outside professional support to help her identify areas of weaker practice and implement plans to address these.
- Staff are sensitive and caring. They build strong and trusting relationships with children and their families. Staff exchange information with parents and share resources to help them support children's learning at home.
- Staff provide a good range of resources that is accessible, that children can use in different ways and that is relevant to their interests. Staff join in play sensitively, following children's ideas. Children show a keen interest in learning and make good progress. Teaching is good, overall.
- Staff prepare children thoroughly for the transition to school. For example, they introduce them to school routines and teach them to manage their own personal care.

It is not yet outstanding because:

- Staff sometimes miss opportunities, especially when children are initiating their own play, to extend children's learning and challenge their thinking.
- When planning activities, staff do not consistently focus on what individual children need to learn next, to maximise their learning.

What the setting needs to do to improve further

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

- support staff in continuing to develop their teaching skills to a very high standard so they extend children's learning fully, especially during play that children initiate themselves
- take full account of what individual children need to learn next when planning activities and experiences, to maximise each child's learning.

Inspection activities

- The inspector observed staff interacting with children during activities inside and in the garden. She spoke with staff and children at appropriate times.
- The inspector held discussions with members of the management team, including on how they evaluate the quality of the provision.
- The inspector undertook a joint observation of a group activity with the manager. They discussed how she supervises the quality of teaching.
- The inspector sampled documents, including evidence relating to staff suitability, children's records, risk assessments, accident records, policies and procedures.
- The inspector took account of parents' views, from speaking with several parents during the inspection and from their written comments.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of leadership and management is good

The well-qualified manager knows what good teaching looks like and leads by example. She offers frequent formal staff meetings that focus on how they can further improve the quality of teaching and learning. The manager monitors the progress of individual and groups of children. She identifies promptly any gaps in learning or the curriculum. She ensures children get the additional support they need to help catch up. The manager and staff have good links with other professionals involved with children. Parents speak very highly of the manager's support for their families during challenging circumstances. The manager and staff work in close partnership with the local school, which most children will attend. They visit frequently and prepare children well for moving on. Safeguarding is effective. All staff receive training, including the lead staff at an advanced level, so all are confident in how to recognise, record and report concerns.

Quality of teaching, learning and assessment is good

Staff organise resources effectively, indoors and outside, to enable children to explore their own ideas. For example, children find pencils to use as fishing rods. Staff note what children are thinking about and plan linked experiences. For example, children build a sand volcano, and they talk excitedly about 'lava' and what this might look like. Staff plan to bring in vinegar and bicarbonate of soda the following day, so the children can make their volcano 'erupt'. Children think creatively and suggest adding red paint 'to make fire'. All staff talk regularly with the children, supporting their speech development well. They make good use of planned small-group or one-to-one activities to help children who are making slower progress to catch up.

Personal development, behaviour and welfare are good

Children benefit from thorough settling-in processes to help them feel secure and settle quickly. Staff have a consistent approach to managing children's behaviour. They give clear explanations and praise, so children understand what is expected of them. Children behave well. They learn to manage minor disputes amicably, such as using a sand timer to take turns fairly. Children show delight in their achievements, for example, proudly showing off to their friends a sticker they have earned. Staff involve children in local events, so they become aware of their community. They link this to the wider world, for example, they look at wedding ceremonies in different cultures. Children play energetically in the pre-school garden, and go on visits to the park and on walks.

Outcomes for children are good

Children manage their self-care competently and enjoy doing things for themselves. They play cooperatively, make choices and express their ideas confidently. They listen attentively and distinguish between sounds. Older children begin to hear the initial sounds in words and recognise some familiar written words. They make marks and talk about what these represent, which prepares them well for starting to write. They count and sort as they play, and explore capacity and volume as they fill and empty containers with sand and water.

Setting details

Unique reference number	EY536263
Local authority	Wiltshire
Inspection number	10076721
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	Grigg, Sarah Jane
Registered person unique reference number	RP536262
Date of previous inspection	Not applicable
Telephone number	07759583566

Playclose Preschool registered in 2016. It operates from the first floor of the Methodist Church in the village of Purton, Wiltshire, and is accessed via a flight of stairs. A total of seven adults work with the children, either full time or part time. These include the manager/owner who is a qualified teacher and an early years professional. One member of staff holds a relevant qualification at level 4, three hold qualifications at level 3 and two at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

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