

Playland Pre-School

Vicarage Fields Shopping Centre, Essex IG11 8DQ



Inspection date	24 January 2019
Previous inspection date	11 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

This provision is good

- The manager and her staff are an experienced, ambitious and cohesive team. They are dedicated to providing the very best care and education for all children.
- Support for children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language is a particular strength at this setting. Children make good progress in all areas of learning, relative to their starting points.
- Children behave well. Staff are good role models and support children in learning how to respect and value the differing needs of their friends. This helps children to gain skills that prepare them well for their future learning, including their move to school.
- The atmosphere in the pre-school is homely, welcoming and calm. Staff provide a wide range of exciting activities that promote children's learning.
- The manager provides good support for staff. For instance, they routinely observe staff and encourage them to observe each other, to help them reflect on their own skills and share good practice.
- On occasions, staff do not consistently organise daily routines and large-group activities effectively and children wait for long periods of time for the next activity, such as snack time.
- At times, there are fewer opportunities for children to initiate their own learning and play, as staff initiate and organise a large number of activities for them.

What the setting needs to do to improve further

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

- organise routines and large-group activities for children more effectively to prevent them from waiting for long periods of time between activities
- support children to lead their own learning and play further, to develop their individual imagination and curiosity.

Inspection activities

- The inspector held a meeting with the manager to discuss self-evaluation, safeguarding and staff professional development.
- The inspector talked with staff, children and parents at appropriate times during the inspection.
- The inspector undertook a joint observation with the provider.
- The inspector viewed a wide range of documentation, including staff suitability checks, children's development records and attendance registers.
- The inspector had a tour of the setting. She observed the quality of teaching during activities and assessed the impact this has on children's learning and development.

Inspector
Chris Lamey

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff demonstrate a good awareness of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. Staff use procedures, including risk assessment, to keep children safe. The manager, the deputy manager and the staff team proactively reflect on the effectiveness of the provision. This enables them to continually identify and implement targets for improvement. For example, they have recently introduced targeted small-group activities to support children with SEND or who those speak English as an additional language. Staff communicate with families in a range of ways. They use newsletters, photographic displays and regular conversations to keep parents well informed of what their children are learning and enjoying at pre-school.

Quality of teaching, learning and assessment is good

Staff assess children's achievements and know their key children well. They make regular observations of what children can do to support their development. Overall, the quality of teaching is good. Staff use new skills they gain through training to build on their knowledge in order to support children's learning. They consistently support all children's developing language well. For example, they model clear sounds and words for younger children, and engage in interesting conversations with older children. Staff support children to learn about sounds and the letters they represent. For example, children identify their name cards at circle time and snack time and also count how many children are at the snack table.

Personal development, behaviour and welfare are good

Children feel comfortable and enjoy their time in the setting. They settle quickly and build positive relationships with all staff. Parents comment on how welcome and well supported they feel and say that their children love coming to the setting. Staff use information from parents about learning and care needs to support children when they start. For example, they follow care routines to help children settle and feel at home. Children learn the importance of different healthy practices, such as washing their hands at appropriate times. They enjoy sitting together and socialising during snack time, pouring their own drinks and buttering crackers. Children have daily trips outside to the local park and the library. They play collaboratively together and demonstrate kindness towards others. Staff offer lots of reassurance to those children who are a little unsettled at the start of the day. For example, they offer cuddles and get out favourite toys for them.

Outcomes for children are good

All children make good or better than typical progress from their starting points. Children listen carefully and follow instructions from staff. For example, children help to tidy up before finding their coat ready to go to the library. All children develop good mathematical skills and count accurately. They gain good literacy skills as they begin to write their names and recognise familiar letters. All children learn about their own and others' cultures and beliefs.

Setting details

Unique reference number	EY305808
Local authority	Barking and Dagenham
Inspection number	10061366
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	56
Name of registered person	Searle, Kim-Marie
Registered person unique reference number	RP513708
Date of previous inspection	11 September 2015
Telephone number	02085944566

Playland Pre-School registered in 2003. The pre-school is open each weekday from 9.30am until 4.30pm during school term time. There are eight members of staff, seven of whom hold relevant early years qualifications from level 2 to level 4. The pre-school provides funded early education for two-, three- and four-year-old children.

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