

# Playzone Preschool

Overend Methodist Chapel, Halesowen B63 2SL



<b>Inspection date</b>	27 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff have a good understanding of how children learn and what they need to learn next. They complete precise observations which helps them to track children's progress well. Staff quickly identify any gaps in their learning and swiftly address them.
- Recruitment and vetting procedures are rigorous and ensure that staff are fully vetted. There is a very thorough and robust induction procedure. This means that newly appointed staff do not have unsupervised access to children until all suitability checks are complete.
- Staff develop children's love of books. They encourage all children to join in with acting out familiar stories. Older children act like readers. They show confidence as they join in shared storytelling with staff and use pictures to interpret the words when reading.
- The well-organised learning environment supports children of all ages to make choices confidently about where they would like to play.
- Although partnerships with parents are good, overall, staff do not yet consistently gather precise information about children's ongoing learning at home to help better complement their learning in the pre-school.
- Opportunities for staff to reflect upon and share best practice across the team are not yet fully explored.

## What the setting needs to do to improve further

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

- explore more opportunities for parents to regularly share information in relation to their children's learning at home, to further complement their experience at pre-school
- extend opportunities for staff to reflect upon their learning experiences and share best practice across the team.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke with parents during the inspection and considered their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have attended safeguarding training and demonstrate a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the child protection referral procedure well and understand wider safeguarding issues. The manager monitors staff performance well. She regularly observes staff practice and holds individual supervisory meetings. Staff reflect on their own training needs and where they need additional support. This means that all staff have opportunities to progress in their professional development. Overall, staff have established close working relationships with parents and value feedback from parents to support them to evaluate the service and identify areas for ongoing improvement. Overall, the manager evaluates practice and demonstrate a commitment to raise the current good standard of care and learning for children. Staff welcome guidance from other professionals to improve children's care and learning.

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

Staff place a high importance on promoting children's communication skills. They work at children's level, promote good eye contact and extend children's learning through questioning and modelling of skills. Staff offer children a balance of adult-led activities and free play that appeals to their interests and helps motivate them to learn. Staff encourage children's early mark-making skills. For example, they provide a good range of tools in the writing area. They plan activities to support the most able children to learn to write some of the letters in their names. Staff take on a supportive role when children play, to extend their imaginative skills. For example, they discuss their food choices from the menu in the pretend restaurant.

### Personal development, behaviour and welfare are good

The key-person system actively promotes children's emotional well-being. For example, staff ensure there is an exchange of information with parents before children start pre-school. This helps them to identify children's individual needs. Staff use settling-in sessions well so that new children's transition from home to the pre-school is smooth and helps them feel secure. Children form strong bonds with all staff, which helps to support their emotional well-being. Behaviour is good. Staff are calm and positive role models. Children respond well to praise. They learn to play alongside one another and are supported to share and take turns.

### Outcomes for children are good

Children are enthusiastic and motivated learners. They make good progress from their starting points. Children use construction materials independently. They demonstrate a good knowledge of mathematical vocabulary, count and correctly identify shapes as they play. Younger children delight in singing songs and rhymes. Children build friendships and develop good social skills. They develop key skills in readiness for school and their future.

## Setting details

<b>Unique reference number</b>	EY540263
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10089892
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Playzone Preschool C.i.c
<b>Registered person unique reference number</b>	RP540262
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07910637995

Playzone Preschool registered in 2016. The pre-school employs five members of childcare staff, of these, three hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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