

Playdays Pre-School (Woolston)

Hall Road, Woolston, Warrington, Cheshire WA1 4PA



Inspection date	25 April 2019
Previous inspection date	19 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 uses self-evaluation effectively to bring about improvements. For example, she has attended safer recruitment training and recruitment procedures are now more robust. The action raised at the last inspection has been met.
- Partnerships with parents are a key strength of the pre-school. Staff regularly share information and update parents about their children's progress. They suggest ideas to support children's continued learning at home. Parents comment positively about the positive impact staff have on their children's learning and progress.
- Staff plan the indoor environment well to ensure it is rich in learning opportunities, interesting and inviting. For example, the playroom is organised into distinct areas that motivate children to explore. Children make good progress in their learning.
- The manager and staff place an exceptionally sharp focus on preparing children for school. Particular importance is placed on promoting children's early literacy and mathematics development. Children develop the key skills they need for future learning.
- Children explore technology as part of their everyday play. For example, they use tablet computers and electronic games. This helps to build on children's interest and awareness of how things work.
- Staff do not plan the outdoor environment well enough to fully promote children's learning across all areas of development.
- Although the manager provides staff with regular supervision, she does not monitor staff teaching rigorously enough to identify professional development opportunities that focus on raising the quality of their teaching practice to the highest level.

What the setting needs to do to improve further

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

- develop the outdoor area further to enhance children's learning experiences across all areas of development, particularly for those who prefer to learn outdoors
- monitor teaching even more rigorously to identify the professional development needs of individual staff and raise the quality of teaching to the highest level.

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 to the manager, staff and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the pre-school manager.
- The inspector looked at relevant documentation, including safeguarding policies and procedures, children's development records and evidence of the qualifications and suitability of staff working in the pre-school.
- The inspector took account of the verbal and written views of parents.

Inspector
Helen Gaze

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff receive regular safeguarding training, which has helped to keep them up to date with changes to the requirements. They have a good understanding of how to respond to concerns about children's welfare. The manager and staff successfully monitor the progress of all children, including different groups of children, to identify aspects of their learning to improve. They swiftly and successfully put a range of interventions in place to ensure all children reach their full potential and gaps in learning quickly close. The manager uses additional funding well to target children's individual needs. For example, funding has been used to provide a sports coach to help children develop their personal, social, emotional and physical development.

Quality of teaching, learning and assessment is good

Staff know children well. They closely monitor children's progress and identify where they need further support. Staff plan themed activities that link closely to children's interests and learning needs. Children eagerly take part in a range of activities. Older children sort pom-pom balls into containers and use number language to count, estimate and to solve simple number problems. Young children have good opportunities to explore and experiment with a range of sensory materials to enhance their learning even further. For example, they develop many skills as they excitedly search for hidden objects in the sand. Staff support children's communication and language skills well. They talk to children continuously and introduce interesting new words to add to their growing vocabulary.

Personal development, behaviour and welfare are good

Staff have built positive and supportive relationships with children, who are well settled and confident. They are positive role models and they use effective behaviour management strategies to promote children's good behaviour. Children are well behaved. They take turns and show kindness and respect to others. Children benefit from opportunities to become physically active outdoors. For example, they test out their physical abilities as they confidently climb on the play equipment in the garden. Children develop an understanding of how to keep themselves safe. For instance, during running games they move in a variety of ways and negotiate space effectively.

Outcomes for children are good

All children are motivated and enthusiastic learners and they make good progress from their different starting points. Children of all ages show good levels of independence. For example, they complete everyday tasks confidently and skilfully. Older children are keen writers and they can read simple words and form recognisable letters. Children are well prepared for the next stage in their learning, including school.

Setting details

Unique reference number	EY497073
Local authority	Warrington
Inspection number	10084885
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	28
Number of children on roll	48
Name of registered person	Playdays Pre-School (Woolston) Ltd
Registered person unique reference number	RP905022
Date of previous inspection	19 April 2018
Telephone number	01925 831840

Playdays Pre-School (Woolston) registered in 2016. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a level 2 qualification. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am to 2.45pm.

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