

# Inspection of Play and Learn Pre-School

Scouts' Hall, Mayplace Road West, Bexleyheath, Kent DA7 4JB

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Inspection date: 7 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the pre-school happy and eager to engage in their learning. Staff use opportunities during imaginative play in the home corner to encourage children to recall their activities and talk about their own experiences. Children are curious and ask questions. For instance, they explore vegetables on display, using all their senses and learn the different names, such as 'parsnip', 'onion' and 'broccoli'. Children have lovely opportunities to extend their language skills. Staff are good role models and work well together to send consistent messages to children regarding expected behaviour. They know children well and are gentle and respectful in their interactions. Children are polite and behave well. They have a good understanding of the rules. For instance, they respond quickly when reminded not to run inside the building. Children learn how to keep themselves safe. Staff have high expectations for all children and plan activities to build on what children already know. For example, children independently choose books and anticipate what will happen next during story times. Children develop early literacy skills. Having said that, occasionally staff intervene during children's activities, which does not give children as much opportunity to try to do things for themselves.

### **What does the early years setting do well and what does it need to do better?**

- Staff promote children's physical development and healthy eating. Children are encouraged to make choices about their fresh fruit, water and milk for snacks. Staff teach children to wash their hands before eating and provide opportunities for them to learn about good hygiene. They show this as they read books about handwashing during story times. Children are encouraged to share their learning. For example, young children comment, 'We wash hands to get rid of all the muck.' Staff gently introduce words such as 'germs' to extend children's vocabulary.
- The manager and staff monitor children's progress. Additional funding is used effectively. When staff identify any gaps in learning, they quickly put plans in place. The manager works with parents and other professionals to ensure children receive support to make good progress from their starting points. This provides good consistency for children's care and learning.
- Children are encouraged to develop their independence skills. However, occasionally staff intervene too soon so children do not have time to manage challenges, for example during snack time and activities. This inhibits development of a can-do attitude.
- The manager provides regular newsletters to keep parents informed. Parents are encouraged to give their feedback to the pre-school to help develop the setting. Parents speak highly of the setting and appreciate the information they receive to support their children's development at home. Staff work closely with parents

and support individual family needs and circumstances well to provide a safe and secure environment. This helps children settle quickly. Children develop good social skills and form strong bonds with staff and their friends.

- The manager has high expectations for the pre-school. Staff provide children with a broad range of meaningful learning experiences and demonstrate a good understanding of the early years curriculum. They skilfully support children's future learning. Having said that, the manager does not use her monitoring of staff as effectively as she could to ensure that professional development continues to raise the quality of their teaching and provision to the highest levels.
- Staff encourage children to develop their mark-making skills in a number of different ways. For instance, children take great pride in their achievements as they draw their designs on paper before they build them in the construction area. They develop good fine-motor skills and are developing their resilience through trial and error.
- Staff include mathematics in everyday activities, such as counting out the plates they need for their snacks. Older children count, sort and match during activities when they use the teddy bears for sorting or when they spend time pairing up socks. Staff encourage children to compare sizes and colours, increasing their early mathematical awareness.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager makes sure staff are suitable to work with children. She has good systems in place to ensure that parents and visitors follow procedures to help keep children safe. The manager provides team and individual supervision for staff and discusses children's individual needs and safeguarding updates. Staff are aware of the signs of abuse that may indicate a child is at risk of harm. They know the local referral procedures to follow if they are concerned about a child in their care. They supervise children closely in all areas of the building and outside. This helps reduce potential risks.

## **What does the setting need to do to improve?**

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

- explore additional professional development opportunities for all staff to help raise the quality of teaching and children's learning to an even higher level
- help staff to understand how to support children's independence consistently during activities.

## Setting details

<b>Unique reference number</b>	115361
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10116949
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	Mackin, Tina
<b>Registered person unique reference number</b>	RP908499
<b>Telephone number</b>	07762320165
<b>Date of previous inspection</b>	6 June 2016

## Information about this early years setting

Play and Learn Pre-School registered in 1993. It operates from a Scout hall in Bexleyheath, in the London Borough of Bexley. The pre-school is open Monday to Friday from 9am to midday, during term time only. There are three members of staff, including the provider. One member of staff holds a relevant early years qualification at level 3 and two hold a relevant early years qualification at level 2. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## Inspection activities

- The inspector looked at relevant documentation, including staff's files, children's records and policies and procedures.
- The manager completed a learning walk with the inspector. The manager explained how the early years provision and the curriculum are organised.
- The inspector observed a range of activities and observed the indoor and outdoor area. She assessed the quality of teaching and its impact on children's learning.
- The inspector discussed leadership and management with the manager.
- The inspector took into consideration the views of parents, staff and children at the pre-school.
- The manager and inspector observed staff's teaching and discussed their interactions with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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