

Inspection of Playaway Pre-School

Stifford Parish Hall, Crammavill Street, GRAYS, Essex RM16 2AP

Inspection date: 22 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 quickly become familiar with the routines of the pre-school. They know where to store their belongings. This helps them to feel secure. Children begin to recognise their names as they place name cards on a board to register their attendance.

Children settle well and form close attachments to staff. This helps them to feel safe. Children's expressions show they are happy and content. They are excited to explore the range of indoor and outdoor activities offered.

Staff provide an inclusive environment that meets the needs of all children. They talk to children about their differences. Children look at themselves in a mirror and learn more about their identity and what makes them unique. They learn to respect each other's cultures and traditions. Staff embrace all children's backgrounds and encourage children and their families to learn about the lives of others.

Children's behaviour is generally good. Staff are consistent with the strategies they use to manage children's behaviour and are calm and patient. They understand children's emotional needs well. Staff understand when young children struggle with some aspects of their behaviour, for example when learning to take turns and share.

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

- Staff form good partnerships with parents and work alongside them to build an initial assessment of children's abilities when they first attend the pre-school. Staff support parents to observe their children and provide activities for them to do at home.
- Children make good progress and enjoy their learning. Staff observe them at play and share children's special achievements with their parents. Staff are swift to identify where there are delays in children's learning and development. They monitor children closely and provide parents with information to help them find the interventions they need.
- Young children's communication and language skills develop well. Staff speak to them at their level and introduce new vocabulary linked to the activities they enjoy. Older children develop mathematical skills as they learn to count in sequence and recognise shapes and colours. They begin to write the letters in their names.
- Staff support children's developing imagination. For example, staff follow children's instructions when asked to help them to draw. Children make a chalk line on paving and say it is a road leading to a house. They ask staff to draw the house and staff encourage them to add features to the house, taking account of

other children's suggestions.

- Staff provide children with a healthy snack and monitor their lunches closely. They teach children to cut up their fruit and pour their own drinks. This helps to develop skills for the future and promotes good hand-to-eye coordination and muscle control. Staff talk to children about where the food comes from. They do cooking activities and make up their own recipes. Children develop good hygiene skills and manage their own personal care under close supervision.
- Managers ensure that all staff have access to appropriate and ongoing training to enhance their professional development. Managers and staff reflect continuously on their practice. They take account of the views of parents, children and other professionals when making plans for improvements to the pre-school.
- Children are eager to play outdoors as soon as they enter the pre-school. They independently put on their boots and are physically active as they climb on a frame and balance on logs. However, activities in the outdoor area do not always extend children's learning as well as the activities provided indoors.
- Staff have a good understanding of children's abilities and how they learn. Staff have high expectations of children and extend their learning as they play. However, staff do not engage children in rich interactions consistently to challenge children's learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority in the pre-school. Staff are fully aware of their responsibilities to protect children. They know the procedures to follow should they have a concern about a child in their care. Recruitment of new staff is robust and managers ensure that staff remain suitable to work with children.

What does the setting need to do to improve?

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

- organise activities to promote children's better engagement and so that they benefit from rich challenge in their learning
- enrich the range of activities to provide more opportunities to extend children's learning for those who prefer to play and learn outdoors.

Setting details

Unique reference number	404928
Local authority	Thurrock
Inspection number	10072918
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	38
Name of registered person	Burton, Gloria Ann
Registered person unique reference number	RP513867
Telephone number	01375 373591 or 01375 415713
Date of previous inspection	3 March 2016

Information about this early years setting

Playaway Pre-School registered in 2001. The pre-school operates Monday to Friday from 9am to 3.15pm, during term time. There are eight members of childcare staff. Of these, six hold relevant early years qualifications at level 3 and one holds level 4. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Forbes

Inspection activities

- The inspector viewed all areas of the pre-school and discussed the curriculum with staff.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with a manager.
- The inspector held a meeting with the managers and spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection.

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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