

Inspection of Play Planet Pre-School

Resource Centre, Little Gypps Road, Canvey Island, Essex SS8 9HG

Inspection date: 12 December 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at pre-school. They display close and strong bonds with all staff members and demonstrate they feel emotionally secure. Children benefit from a range of stimulating resources that excite their imaginations and help motivate them to explore, investigate and experiment. Children have many opportunities to play outside and to be physically active. They learn how to balance and negotiate large equipment, and have a growing awareness of their own abilities. Children take part in sensory activities in the garden. For example, they investigate how to get dinosaurs out of ice using a variety of different tools.

Children are supported by staff to manage their emotions using a colour-coded system. They describe themselves as being 'green' when they feel happy and safe. This helps staff to understand the reasons for children's behaviour and manage it appropriately. All children, including those who need extra support in their development, benefit from time spent in the calming sensory room. It provides them with a quiet environment for one-to-one and small-group activities. Children develop good levels of independence. For example, they learn to put on boots and outdoor clothing before going outside. Children develop a positive attitude towards the benefits of a healthy lifestyle. They confidently help themselves to drinks when they are thirsty and help to prepare healthy snacks.

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

- The managers and staff are committed to providing the best possible care and education for all children. They plan a broad and exciting curriculum that effectively supports children to make progress from their starting points and develop the skills they need for future learning.
- The key-person system is effective and children's individual needs are well known by all staff. The key persons and parents agree individual settling-in arrangements according to the needs of each child. This helps children form secure attachments and promotes their well-being and independence from the day they start.
- Staff closely track and monitor the progress that children are making. They swiftly identify potential gaps in children's learning to provide additional support if required. This means that children acquire the skills, abilities and attitudes to prepare them in readiness for the next stage of their development and starting school.
- All children, including those with special educational needs and/or disabilities, make good progress from their starting points. There is a targeted approach towards their future learning. Strong professional partnerships and good information sharing with other agencies supports children to reach their full potential.

- Parents appreciate the care and time taken by staff to provide feedback about their child's learning. They are encouraged to be involved in their children's learning through, for example, parents' evenings, social events and home-learning opportunities. Parents say, 'The pre-school is a lovely, welcoming environment for the children to be in.' They also talk about the 'fantastic', 'caring' staff.
- Staff provide engaging opportunities for children to practise their mark making and develop early writing skills. Children comfortably learn how to use scissors to develop their cutting skills and physical development.
- Staff provide children with opportunities to develop some mathematical skills. However, they do not always maximise these opportunities to extend children's understanding of numbers and counting.
- On occasion, staff do not leave enough time for children to think and respond to a question before moving on to the next one.
- The managers observe their staff's practice and carry out regular supervision meetings to manage their well-being and performance. Training is well targeted to meet staff's individual professional development needs and help to maintain the good quality of practice.
- Staff help children to explore their differences and develop a strong sense of community. For example, children visit a local residential home for the elderly, where they take part in creative activities and sing together.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete regular safeguarding training. As a result, they have a good knowledge of issues, including the 'Prevent' duty. Staff understand what signs and symptoms would raise concerns about a child's welfare and the procedures to follow. Staff are familiar with the whistle-blowing policy and local safeguarding procedures for reporting allegations of abuse. The managers have rigorous recruitment and induction procedures to help ensure the continued suitability of staff. Staff know the procedures to safely manage any visitors, including checking their identity.

What does the setting need to do to improve?

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

- extend children's understanding and enjoyment of early mathematics and further strengthen their knowledge of numbers and counting
- give children the time that they need to think and respond to questions, to develop their thoughts and ideas further.

Setting details

Unique reference number	EY545238
Local authority	Essex
Inspection number	10129981
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	29
Number of children on roll	53
Name of registered person	Play Planet Family Project Committee
Registered person unique reference number	RP904553
Telephone number	07505171431
Date of previous inspection	Not applicable

Information about this early years setting

Play Planet Pre-School registered in 2017. The setting employs 10 members of childcare staff. Of these, three members of staff hold an appropriate early years qualification at level 6, three at level 5 and three at level 3. The setting opens Monday to Friday from 8.30am to 3.30pm during term time. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the pre-school managers and looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to parents and took account of their views.

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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