

Inspection of Playdays Pre-School (new Cio)

Playdays Pre School, 6 Memory Lane, Plymouth, Devon PL9 9GH

Inspection date: 26 April 2022

Overall effectiveness	Good
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

Staff warmly welcome children into the pre-school and children happily join their friends to play and explore the wide range of activities on offer. Staff prioritise children's well-being and get to know them well. This enables staff to plan a curriculum that follows the interests of children and builds on their learning very successfully.

There is a strong sense of community in the pre-school. Children benefit enormously from regularly getting together with other members of their local community. For example, adults who meet regularly in the community centre were delighted to be joined by the children for an Easter Bonnet event. This helped children to develop their social skills, while finding out about the lives of others in their local area.

Children follow familiar routines and show good levels of emotional security. Staff skilfully teach them how to talk about their feelings, for example through sharing books. Children make thoughtful comments about how the characters might feel happy or sad, and confidently explain their own experiences. This supports their understanding of how to behave well and show kindness to others.

Staff continued to support families throughout the COVID-19 pandemic. They provided activities and resources for children to use at home and enjoy with parents.

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

- The manager and staff work together as a highly committed team. There is good support for professional development and staff well-being. The manager values the many skills of the enthusiastic staff and encourages them to share their good practice. This contributes significantly to good progress children make.
- The manager and staff understand how children learn. They use their knowledge effectively to plan experiences that build on what each child needs to learn next. Children enjoy leading their own play and staff also provide small-group activities that engage all children and promote their communication and language skills well.
- Parents are very complimentary about the pre-school. They particularly appreciate the efforts of staff to include them in their children's learning. This includes regular discussions about children's progress. Staff encourage parents to let them know what children achieve at home, and then celebrate this in the pre-school. Children develop a sense of pride and become confident learners.
- Staff are skilled teachers. They provide exciting activities that inspire children's imaginations and curiosity. For example, children enjoy mixing potions for the

'Colour Monster' they have seen in a story. They carefully use scissors to cut petals and leaves, comparing shapes and sizes and developing their mathematical language. Children are eager to mix glitter and pour water, enhancing their manipulative skills. Staff play alongside children and make suggestions to encourage their imaginary play. However, they do not consistently make the most of opportunities to encourage children to experiment and follow their own ideas.

- Staff monitor children's learning and act quickly when they notice that children need extra support. The manager uses funding effectively. For example, she provides additional staff time to support children to meet their individual learning needs. The special educational needs coordinator gives good support to staff to provide plans for children. She works in partnership with other professionals to ensure all children make the progress they are capable of.
- The manager and staff evaluate the pre-school continually. They work hard each day to create a rich and vibrant environment for children to explore. Staff consult parents, and children form a council to say what activities they would like staff to provide. The manager and staff know the strengths of the pre-school and continue to make improvements. For example, they are extending the outdoor space for children to enhance their understanding of the natural world.
- Staff form effective partnerships with local schools to enable children to become ready for moving on in their education. For example, pre-school staff use the same approaches as the schools to support children with early reading skills. There is a focus on encouraging children's independence, so they can manage their own self-care. This helps children to enjoy school life with confidence and self-assurance.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a firm understanding of their responsibilities to safeguard children. The manager recruits staff safely and carries out regular checks on their ongoing suitability. She ensures that all staff attend training to keep their safeguarding knowledge up to date. Staff are aware of the signs that might lead them to be concerned about a child's welfare. They are clear about the correct procedures to follow to report any child protection issues. The premises are safe and secure, and staff supervise children diligently to keep them safe from harm.

What does the setting need to do to improve?

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

- support staff to develop their interactions with children further to encourage them to experiment, follow their own ideas and extend their problem-solving skills.

Setting details

Unique reference number	2542188
Local authority	Plymouth
Inspection number	10208679
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	37
Name of registered person	Plymstock Community Centre
Registered person unique reference number	2542187
Telephone number	01752 403312
Date of previous inspection	Not applicable

Information about this early years setting

Playdays Pre-School registered in 2019. It operates from a community hall in Plymstock, Plymouth. The pre-school receives funding for free early education for children aged two, three and four years. There are seven staff who work with the children, all of whom hold childcare qualifications at level 3 or above. The pre-school is open from 8am until 1pm on Mondays and from 8am until 3pm for the rest of the week. It opens during term time only.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector talked to children, staff and parents and took account of their views.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke with the nominated individual about the leadership and management of the setting.

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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