

Inspection of Playaway Preschool

Kingswood Congregational Church, Hanham Road, BRISTOL BS15 8PW

Inspection date: 26 May 2023

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

Staff welcome the children warmly. Children arrive happy and settle quickly, choosing from a range of interesting activities indoors and outdoors. They play together building their games. For example, children play on the carpet with the wooden blocks, making roads and creating ramps for the cars. Other children choose to play in the mud kitchen, looking for bugs.

There is a strong emphasis on developing children's communication and language development. The children are learning about growing plants and vegetables. At snack time, staff place items on the table and encourage children to talk about what they can see. For example, they put pine cones on the table for the younger children and flowers for the older children. This supports children to revisit ideas about things that grow.

The staff know the children well. They use their knowledge of child development to plan a curriculum that is inclusive to meet the needs of children. This means all children make good progress, regardless of their starting point. Parents of children with special educational needs and/or disabilities (SEND) speak highly of the setting. The manager uses additional funding to promote children's well-being and learning. Parents comment on how staff provide support with resources and experiences to develop their child's learning.

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

- The manager has a clear vision to develop children's learning. The staff share the vision and use training to develop all areas of the learning environment. For example, children can select their own resources and activities. Younger children choose song pictures for staff to sing their favourite songs to them. Older children select rechargeable torches to investigate light and shadow. This enables children to make active choices and direct their own learning through their interests.
- Children learn mathematical skills through play. For example, they use weighing scales to explore the weight of vegetables and fill measuring pots with water. However, staff do not make the most of all opportunities to develop older children's mathematical knowledge further to extend their learning.
- Staff understand the importance of developing children's language, particularly children who speak English as an additional language. Staff naturally sing songs to the children as they play. This inspires children to respond and join in. At story time, staff enthusiastically read 'Shark in the Park'. The children join in with the actions. For example, they pretend to have telescopes to look around. This helps to broaden their imagination and extend their vocabulary and love of books.

- Staff prepare children well for their transitions to school. They organise meetings to share information and plan visits for teachers from the local schools to meet the children. However, younger children need more support when they transition to the older age group, particularly to encourage them to take part in activities fully.
- Children behave and know the routine well. Staff are respectful to children and model polite communication. They give a five-minute warning before an adult-led activity. The children have further reminders, allowing them time to finish off what they are doing. Children sit for group circle time, where they sing songs and welcome each child. Older children learn the days of the week and letter sounds. This helps them prepare for further learning.
- Staff encourage children's independence. Children have snack time when they are ready. This supports the development of children's self-help skills. For example, children pour their own drinks and help themselves to healthy food. They use spoons to feed themselves. Staff support children who are still learning to develop these skills.
- Children have a good understanding of a healthy lifestyle. They know to wash their hands after playing outside, before eating and after using the toilet. Staff are sensitive to younger children's needs. They know the importance of the key person to make them feel safe and secure. Children's key persons sing gently to them as they have their nappies changed.
- All children are physically active. They use the climbing walls to build their core strength and muscles. Older children develop their fine motor skills using play dough to make pretend cakes with natural resources.

Safeguarding

The arrangements for safeguarding are effective.

The manager and deputy manager have a good understanding of local safeguarding procedures. They know when to report to relevant agencies if they have a safeguarding concern. Staff attend training to keep their knowledge up to date, such as on female genital mutilation and the 'Prevent' duty guidance. The manager has a thorough recruitment and induction process for staff, including volunteers. This means all staff are clear about their roles and responsibilities.

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 extend older children's mathematical development in activities
- strengthen the transition for the younger children moving up to the next age group to further support the care and learning leads.

Setting details

Unique reference number	EY431065
Local authority	South Gloucestershire
Inspection number	10280221
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	0 to 4
Total number of places	38
Number of children on roll	44
Name of registered person	Playaway Preschool Limited
Registered person unique reference number	RP530832
Telephone number	07741301489
Date of previous inspection	15 September 2017

Information about this early years setting

Playaway Preschool registered in 2011. The pre-school is a pack-away setting based in a church hall in Kingswood, South Gloucestershire. It opens from 8am until 4pm, during term time only. The pre-school receives funding to provide free early years education for children aged two, three and four years. There are nine members of staff. Of these, five hold an early years qualification at level 3 and two hold a relevant qualification at level 2. The manager hold a qualification at level 3 and has achieved early years professional status.

Information about this inspection

Inspector

Verrity Simons

Inspection activities

- The inspector discussed any continued 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 of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views on the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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