

Inspection of Playdays Pre-school

Methodist Church Hall, Fore Street, Chard, Somerset TA20 1QA

Inspection date: 24 May 2024

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 love coming to this safe and welcoming pre-school. They smile as they greet the friendly and caring staff. They separate from their parents with confidence and are eager to engage with the activities offered.

Leaders provide an ambitious curriculum with planned activities covering all areas of the early years foundation stage requirements. Staff prioritise children's language, communication and emotional development. They speak clearly to children and give them time to listen, think and practise speaking. Staff encourage children to fully engage with the learning opportunities. For example, in the garden, children happily use the climbing frame and expertly ride trikes, negotiating the spaces well. They challenge themselves to walk across large tyres and balance beams. Inside, they work together in the play kitchen and roll out play dough. They persevere to create a line of 'peas'. These activities help children strengthen and coordinate their muscles and movements.

Staff are excellent role models. They constantly show the children respect and have consistent routines and boundaries. This helps children know what behaviour is expected. This is particularly important to effectively support children with special educational needs and/or disabilities (SEND).

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

- Leaders and staff work together to plan activities that stimulate children's interests. For example, they provide a music area outside and have recently added a microphone to the resources. Children stand on crates and use the microphone to sing songs to their friends. Staff say that this has helped to increase children's confidence.
- Children's imagination is stimulated as they play in the mud kitchen. They collect different 'ingredients' such as mud, herbs and teabags to make 'delicious cakes'. They join in sensory activities, such as picture-making using herbs and playing with slices of oranges and lemons in the water tray. Staff tell stories about exotic fruit and introduce fruits such as pineapples to look at, taste and smell. This helps children experience a wide range of fruits, learn new words and explore similarities, differences and preferences.
- Young children play gently with 'babies', pretending to feed them and then draw pictures of babies on paper. This shows they are making connections in their learning. Children enjoy banging pots and pans hanging on the fence. They practise doing this loudly or quietly and imitate staff who make rhythms that are fast or slow. These activities are useful in developing early literacy skills. Children learn to distinguish differences in sounds as well as coordinating movements of their arms and hands.

- Staff promote children's independence skills well. For example, at snack time, children learn to pour drinks and cut up fruit. Hygiene routines are in place. For example, children have access to tissues to wipe their noses, but staff are not always consistent in noticing when some children need reminding about washing their hands or using the tissues.
- Children benefit from visits into the community. They walk to the library, the museum, the pet shops and the local café with staff. These experiences give children a sense of belonging and a wider knowledge of the diverse world around them. Leaders have strong links with local schools and have a school readiness programme in place to help children prepare for the move.
- Parents say that they are very satisfied with the pre-school and know what their children are experiencing everyday. They receive newsletters and see photos and progress reports through various online tools. There are regular opportunities to speak to their children's key person or the manager. Parents of children with SEND report that their children are well supported. For example, a 'now and next' board is used to see the plans for the day. Staff help all children make good progress.
- Leaders give staff opportunities to discuss their work through regular meetings. They organise any additional training requested. Recent training in emotional development has given staff more understanding about how to implement effective strategies to support children with different needs. Staff are committed and passionate about their roles. They reflect on their practice and continually strive to improve.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture of safeguarding which puts children's interests first.

What does the setting need to do to improve?

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

- develop ways to consistently support children who are learning hygiene routines.

Setting details

Unique reference number	142945
Local authority	Somerset
Inspection number	10335696
Type of provision	Childcare on non-domestic premises
Registers	Early Years 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	20
Name of registered person	Chard Methodist Pre-School Committee
Registered person unique reference number	RP522347
Telephone number	07836672729
Date of previous inspection	25 June 2018

Information about this early years setting

Playdays Pre-school registered in 1992. It operates from the Methodist church hall in Chard, Somerset. The pre-school is open during school term time, Monday, Wednesday and Friday from 9am to 3pm. The pre-school is in receipt of free early years funding to provide places for children aged two, three and four years. The committee employs four members of staff, all of whom hold an early years qualification at level 3.

Information about this inspection

Inspector

Margaret Dobbs

Inspection activities

- This was the first routine inspection the pre-school 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 inspector and the deputy manager conducted a learning walk and discussed the curriculum.
- The inspector observed interactions between staff and children and assessed the impact of the quality of education.
- The inspector conducted a joint observation with the deputy manager.
- Parents spoke to the inspector and shared their views of the pre-school.
- The inspector looked at some documentation.

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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