

Inspection of Playzone Preschool

Overend Methodist Chapel, Halesowen B63 2SL

Inspection date: 15 November 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff provide a safe, warm and nurturing environment. Children arrive happy and are eager to participate. Staff prioritise the emotional well-being of any new children starting and any children who arrive late, to ensure that they are warmly welcomed. They receive the individual attention they need to help them settle and make the most of the activities on offer. Staff encourage children to talk daily about how they are feeling and discuss their home lives. They teach children to be kind to others and respect their differences.

Staff provide an environment that offers engaging activities, and children are given the time to explore and make choices. For example, children independently play with the pretend toolset, negotiating and leading their play. Others are creatively guided to think about the flavours of the drinks they create in the role-play area. For example, children pretend to change the flavours of their drinks by magic and use words such as 'vanilla', 'blackcurrant' and 'lemon'. Staff make learning fun and place a strong focus on promoting children's language during their interactions. Staff have high expectations of children, and the activities provided appeal to all children. Staff skilfully use the popular indoor physical area to help extend children's learning across the curriculum. For example, children consider the colour and speed of the cars as they roll them down the slide.

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

- Staff use children's assessment information and their knowledge of what children like to do to provide activities that inspire children to learn and help them make progress. Staff successfully use the learning environment and children's play to extend their learning in all areas through their spontaneous interactions.
- Promoting children's communication and language development is a clear priority and forms the base of the curriculum provided. For example, books, stories and singing sessions are skilfully woven into the session. Staff help children of all ages and abilities to enjoy and take part in singing songs and rhymes. For example, children jump with delight as they pretend to be the various coloured tractors and sing along. Staff carefully select books that are linked to children's interests, the changing seasons and upcoming events. For example, children have their firm favourites and often request to look at books during the session and show high levels of interest.
- Staff have a deep knowledge of the needs of children with special educational needs and/or disabilities and carefully consider their needs when planning daily. They work closely with any other professionals involved and incorporate any specified targets into the activities provided. Staff work closely with parents to identify any children who may need additional support or intervention to help close gaps in their learning. They take a lead in helping parents to obtain the

support they need and make any referrals for additional help.

- Leaders work directly with children alongside the staff team. They constantly review the care and education provided, and guide staff to develop their teaching. Staff are positive about the support and regular supervision sessions they receive.
- Parents are kept well informed about children's care and the activities provided. They report that their children make good progress, particularly in their language, social skills and confidence. Staff know their assigned key children and carefully monitor children's progress and identify their next steps in learning. However, staff do not regularly share this useful information with parents to keep them up to date and help them further support their children's learning at home.
- Promoting children's physical health is a high priority in some aspects of practice. Staff provide ample opportunities for children to increase their physical skills indoors and outdoors. For example, children energetically run around and chase their friends, while others are busy scooping the fallen leaves into the wheelbarrow. Staff target promoting children's finger, hand and arm strength through the activities provided to promote children's early writing skills. Staff check children's packed lunches daily to ensure that children have sufficient food to eat. However, staff do not work closely with parents to help reduce the sugar content of what is provided. In addition, the snacks that are provided by staff also include a number of high-sugar foods and drinks, such as biscuits, cereals and squash.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that 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:

- educate staff and work with parents to help reduce the quantity of sugar provided to children in their lunch, snacks and drinks
- consistently share information with parents about children's progress and next steps in learning to keep them better informed and to help them further support their children's learning at home.

Setting details

Unique reference number	EY540263
Local authority	Dudley
Inspection number	10368608
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	18
Name of registered person	Playzone Preschool C.i.c
Registered person unique reference number	RP540262
Telephone number	07910637995
Date of previous inspection	27 March 2019

Information about this early years setting

Playzone Preschool registered in 2016 and is located in Halesowen. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs three members of childcare staff, of whom one holds an early years qualification at level 6 and two hold a qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact it was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the pre-school.

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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