

# Playways Pre School

Rainham Methodist Church, Wennington Road, Rainham, Essex, RM13 9DE



<b>Inspection date</b>	16 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Effective monitoring of children's learning identifies where staff can provide additional provision. The manager deploys staff appropriately. Staff then offer excellent one-to-one support to individual children.
- Staff show genuine care for the children and are enthusiastic about providing high-quality activities for them. Staff plan sessions well, around children's interests and abilities, extend children's learning effectively.
- Children display honest behaviour when sharing resources and partaking in games. Staff promote an environment for children to build positive relationships with their peers, for example, encouraging children to show empathy for each other when something is difficult or upsetting.
- Children are familiar with routines and expectations, for instance, lining up and walking calmly to the outdoor space. Children are developing the social skills required to prepare them for the next stage of learning.

### It is not yet outstanding because:

- Staff do not consistently implement plans swiftly enough to have a positive impact on children's learning and development opportunities at the highest level, for example, allowing children to move freely between indoors and outdoors play.
- Staff do not always make the most of opportunities to share children's experience at pre-school with their parents and carers, to enhance the consistency of learning between the setting and home further.

## What the setting needs to do to improve further

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

- implement plans identified during team meetings more swiftly, to give children further opportunities to explore, learn and develop at the highest level
- build on partnerships with parents and carers further to share children's experiences and support consistency in learning and care, in the setting and at home.

### Inspection activities

- The inspector spoke to children, parents, the manager and staff.
- The inspector and manager carried out a joint observation of a focused activity.
- The inspector observed activities and play, in the main hall and in the garden.
- The inspector sampled documents, including, policies, training certificates, accident, incidents and children's records.

### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough knowledge of the types and signs of abuse and staff are aware of how to escalate concerns. The manager holds regular supervision and team meetings with staff to drive improvement, review safeguarding knowledge, encourage self-evaluation and promote professional development. Staff attend additional training to extend their knowledge and improve teaching. For example, they use their knowledge and skills well from training to support children's language skills successfully. The manager uses additional funding effectively to support children, considering their personal interests and needs. For example regular music and movement sessions and the purchase of wet weather clothes, so that children can enjoy outdoors activities throughout the year.

### Quality of teaching, learning and assessment is good

Staff use information from parents when a child initially joins the setting, as well as completing their own observations to assess each child's development and progress. This enables staff to plan for children's next steps in learning effectively. Staff encourage mathematical development during the 'welcome carpet time', where children clap and count how many people are present for the session. Staff play alongside children and build on their vocabulary well. They enjoy role play and pretend to be customers at a hairdressers, booking appointments and discussing the images in the salon.

### Personal development, behaviour and welfare are good

Children feel safe to explore the outdoor environment and manage risks well. Staff support children during outdoor play to develop positive relationships with one another. For example, they patiently wait their turn to climb equipment and join together to build a sandcastle. Staff promote an environment that respects and considers one another's similarities and differences in an age-appropriate manner. For example, an activity with two different coloured eggs that are the same on the inside. Staff adapt sessions well to meet the needs of individual children, such as creating a free-flow play welcome time, for children who struggle to sit on the carpet on arrival.

### Outcomes for children are good

Children are achieving levels of development within their expected age range. They are developing independence skills to assist in their next stage of education, for example using jugs to pour their own water at the snack table. Parents are positive about the progress their children make and the skills they learn to ensure they are ready for school.

## Setting details

<b>Unique reference number</b>	EY492131
<b>Local authority</b>	Havering
<b>Inspection number</b>	1100730
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Susan Anne Cline
<b>Registered person unique reference number</b>	RP513678
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07982614077

Playways Pre School re-registered in 2015 under new management. It is in Rainham in the London Borough of Havering. The setting runs two sessions per day from 9am to midday and from midday to 3pm, Monday to Friday term time only. There are eight staff working with the children, including the manager. One member of staff is qualified to level 4, four staff are qualified to level 3, one to level 2 and two who are unqualified.

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