

Let's Play Too Pre-School

Teresa Greene Community Centre, Leys Avenue, Dagenham, Essex, RM10 9YP



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| Inspection date | 28 November 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | 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

- Children make good progress. The provider effectively monitors children's development to help identify any gaps in their learning and takes swift action to close them.
- Staff have established strong relationships with parents to provide consistent support for children's learning and development. For example, they are well informed about their child's progress and are encouraged to contribute what they know about them.
- Staff are good role models for children. They are kind and considerate. Children are confident and independent, and settle into the setting easily.
- The provider has good systems in place for self-evaluation and monitoring of staff practice to improve the provision and quality of teaching. For example, she observes and assesses staff practice and provides good opportunities for them to update their knowledge. Staff now have an improved understanding of supporting children's language development.

It is not yet outstanding because:

- At times, staff do not fully engage children so that they are gaining the most from their learning.
- Occasionally, staff miss opportunities to support children's understanding of the importance of leading a healthy lifestyle.

What the setting needs to do to improve further

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

- build on staff interaction with children to help them make the best possible progress
- increase opportunities for children to learn about the importance of healthy lifestyles.

Inspection activities

- The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions with children during activities indoors and outdoors and looked at a range of resources and equipment.
- The inspector sampled a range of documentation including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the provider.
- The inspector had discussions with the provider about policies and procedures, and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify any welfare concerns about a child and follow procedures to help keep them safe. They know how to identify if children are at risk from extreme behaviours or views. Staff thoroughly risk assess indoor and outdoor play areas to help minimise risks to children. They work effectively with external agencies to help support children with identified needs. For example, they regularly implement tailored care plans and evaluate children's progress with other professionals.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's development. They use this information to plan well for children's next steps in learning. They support children's language and communication effectively. For example, during activities and routines they question and encourage children to talk about what they are thinking and doing. Staff encourage children to develop good literacy skills. For example, children are eager to select books and thoroughly enjoy staff reading to them. Children enjoy being creative. For example, they enjoy making ice-cream with playdough. Children have good opportunities to explore and play outside in the well-resourced gardens. For example, the provider has developed the outdoor area to better support children who prefer to learn outside.

Personal development, behaviour and welfare are good

Children settle well and develop strong bonds with staff. They help children to learn how to be respectful toward each other. For example, they discuss the golden rules of good behaviour such as kind hands and kind voices. Staff encourage children to learn about wider society effectively. For example, they celebrate each other's festivals and parents are encouraged to bring in foods from their culture for children to taste and learn about. The childminder effectively supports children to understand the importance of keeping themselves safe. For example, children know how to play safely in the garden.

Outcomes for children are good

Children are well prepared for their next stage of learning. For example, they confidently climb, run and ride wheeled toys. They have good levels of social skills. For example, they socialise well and make friends easily at the setting. Children count and weigh during water-play activities and they can recognise their names.

Setting details

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| Unique reference number | EY481165 |
| Local authority | Barking & Dagenham |
| Inspection number | 989814 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 52 |
| Number of children on roll | 43 |
| Name of registered person | Dannielle Evans |
| Registered person unique reference number | RP530902 |
| Date of previous inspection | Not applicable |
| Telephone number | 07401 212824 |

Let's Play Too Pre-School registered in 2014. The pre-school is situated in Dagenham in the London Borough of Barking and Dagenham. It receives funding for free early years education for children aged two, three and four years. The pre-school opens Monday to Friday from 9.15am to 12.15pm during term time only. The pre-school employs 11 staff, nine of whom hold appropriate childcare qualifications. The manager holds an appropriate level 5 qualification.

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