



South Bookham Play School

Inspection report for early years provision

Unique Reference Number	122572
Inspection date	01 March 2007
Inspector	Ann Moss
Setting Address	South Bookham First School, Oakdene Close, Bookham, Leatherhead, Surrey, KT23 4PT
Telephone number	01372 456533
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Registered person	South Bookham Play School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

South Bookham Play School opened in 1992. It operates from a classroom within South Bookham Infant School and has access to an outdoor play area and toilet facilities. Children attend mainly from the local area. A maximum of 18 children may attend the play school at any one time. The play school is open Monday to Friday 09:00 to 12:00, Monday and Wednesday 13:00 to 15:00 and Tuesday and Thursday 12:15 to 15:00 during term time only. Children attend a variety of sessions.

There are currently 47 children aged from two to under five years on roll. Of these, 39 children receive funding for early education. The play school supports children with learning difficulties/disabilities.

The play school employs nine members of staff to work with children. Of these, four hold appropriate early years qualifications. The setting receives support from the Early Learning Advisor (ELA)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Young children receive good levels of care and support from practitioners, which promotes their emotional wellbeing and gives them confidence to explore their surroundings.

Children learn important skills in personal hygiene through the effective routines in place and practitioners' gentle reminders. Themes and visitors, for example, from a dentist, help them to understand the need to care for their teeth. Practitioners implement the settings policies and procedures, which are clearly written, effectively. For example, when dealing with bodily fluids they put on latex gloves. As a result, children are protected from cross-infection. Children receive prompt treatment in the event of a minor injury because practitioners are trained in delivering first aid.

Children benefit from a good range of healthy snacks. For example, they enjoy a variety of fruit such as orange, blueberry and raisin. Although these are provide by parents, children learn about nutrition through activities, such preparing fruit salad. This helps children learn about the importance of eating healthily from a young age. Children remain hydrated because refreshments are freely accessible through the session.

Children benefit from daily outdoor play. They enjoy daily fresh air and exercise because practitioners understand that outdoor play is important for developing muscles and improving co-ordination. Children play in a large play area, as a result, they continue to build on skills in running, jumping and hopping. They throw, catch and kick a ball with increasing control.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a generally well organised environment, which allows them to move around safely and free flow between indoors and outdoors. Children gain a sense of belonging because practitioners display children's photographs, pictures and art work for children and parents to see. Resources are sufficient, of sound quality and condition and easily accessible.

Children's safety is promoted very well because practitioners have attended training in Health and Safety and clearly understand their roles and responsibilities. For example, they complete formal risk assessments and make regular checks before each session. This minimizes potential hazards. Practitioners pay particular attention to planned outings. For example, a detailed risk assessment is prepared and shared with all practitioners. General security is good and children are sufficiently protected from any unauthorised adults because practitioners ask visitors to sign in, however, practice is inconsistent. As a result, children's welfare is not fully safeguarded. Practitioners have given due consideration to fire safety and evacuation. There are good

procedures in place and evacuation is practiced, although practitioners do not keep the required fire log book. When playing outdoors, children learn to keep themselves safe, because practitioners remind them of the boundaries. Themes and visits from the community policeman raise children's awareness of keeping themselves safe.

Children's welfare is promoted with regards to child protection. All staff have attend training and have a good awareness of the signs and symptoms of abuse or neglect. They are confident in the procedure to be followed should they have a concern about a child in their care. Parents are kept informed through the setting's easily accessible policies and procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happy and enjoy their time in the setting. They gain a sense of belonging because they know the routine well. For example, on arrival older children quietly select a book to share with their parent/carer. Children build good relationships with their peers and confidently seek out their friends and form good relationships with practitioners. They play contentedly alongside each other and with adults and confidently make choices and decisions about their play and learning. For example, to play indoors or outdoors.

Young children settle well, and receive good support and interaction from practitioners. Children participate in a suitable range of activities and first hand experiences because practitioners provide encouragement and guidance. For example, during a cooking activity, such as making jam tarts, practitioners demonstrate how to mix flour using their finger tips. Children explore texture, shape and form. They use their senses to smell and taste. Children are beginning to learn to share and take turns because practitioners guide them. For example, when two children want to use the same toy, a timer is used. This ensures children are dealt equally and fairly. Practitioners listen with interest to what children say. They spend time playing with them. This makes children feel valued and builds their self-esteem. Practitioners have attended training and use the 'Birth to three matters' to plan activities for the under three years. This ensures activities are appropriate for the age of the children.

Nursery Education

The quality of teaching and learning is satisfactory. Practitioners understand children's needs and organise space and resources to provide a sufficiently stimulating range of activities and experiences. Practitioners are flexible and willing to adapt their daily planning to respond to children's interests and ideas. For example, during an activity a child expressed an interest in maps. This prompted a practitioner to provide appropriate resources to extend the children's ideas in the activity. Practitioners have a sound knowledge of the Foundation Stage. They offer a balance of adult and child led activities, which allows children to learn at their own pace. The activities and experiences satisfactorily cover all areas of learning and mostly meet the needs of individual children. However, some activities are not well planned or presented and do not provide sufficient challenge for the more able children. Teaching is not particular innovative or stimulating. Observations, assessment and the use of information gained from it are satisfactory, however, the information is not used to inform future planning and, as a result,

children's next steps in learning are not clearly identified or planned. Practitioners use a calm and consistent approach to managing children's behaviour; as a result, relationships are secure.

Children are generally well motivated and have a positive attitude towards learning. They are keen to take initiative and concentrate well on their self-chosen activities. Most children listen carefully and with interest to stories and at circle time. They confidently initiate conversation and speak well with adults and their peers. They ask questions and recall experiences that are important to them. Most children recognise their own name as they find their name card and hang up their coat. Some children use marks to represent their ideas. For example, the more able children are beginning to write their own name. They use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. However, children have little opportunity to mark make for purpose, for example, to support their role play. They gain confidence in using numbers in their play and respond to challenges to extend their mathematical vocabulary and skills during daily routines. For example, some confidently and reliably count how many children are present and how many cups are needed at snack time. The more able are beginning to recognise various numerals up to nine and beyond as they use a keyboard. Children show an awareness of shape and size of solid and flat materials, for example, whilst manipulating dough. Some children are developing an awareness of measure when filling and emptying containers in sand and water.

Children show a growing awareness of technology. They confidently use simple computer programmes to support their learning. Children find out about their local community and the environment from visitors such as the dentist and community police officer and outings, for example, to Bookham Park. Children are beginning to use their imagination creatively as they act out stories or role-play a fire fighter. They explore colour, shape, texture, form and space in two and three dimensions through a range of craft activities. However, some activities are pre-cut and have a pre-determined out come. Overall, children make steady progress in their learning and achievements given their capability and starting points.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed into the setting and shown kindness and respect. Practitioners get to know them well because parents complete a 'All about me' document prior to admission. Children feel good about themselves. They show good levels of independence and confidently make decisions as they self-initiate and extend their own play and learning. They develop friendly relationships with each other and practitioners and are beginning to show respect and consideration. Practitioners support and guide younger children as they learn to share resources and take turns when playing with equipment. Children behave generally well and are beginning to take responsibility for their own behaviour. They comply but some do not know about the need for simple rules such as during snack time or when lining up.

Children learn about their local community and social diversity through planned outings and projects. They celebrate festivals such as Chinese New Year. All children have access to the full range of toys, resources and opportunities through planning thereby eliminating any discriminatory practice. Children's spiritual, moral, social and cultural development is fostered.

Some practitioners are trained and work well with parents and external agencies to identify and support children with learning difficulties and or disabilities. They support their development through individual education plans, which they share with parents.

Partnership with parents and carers is good. Children benefit from the relationships practitioners develop with parents and parents are enthusiastic about the setting and the friendly and helpful practitioners. They share information about the children's care and educational needs such as when attending parents meetings with their child's key worker, or during informal discussions at the handover each day. Parents feel able to contribute to their child's learning at home through the information they receive about activities and themes and displays of planning, newsletters and a parent page. They help their children select items from home to bring into the setting and have opportunities to help during sessions, and accompany their child on the setting's outings. Practitioners welcome parents' feedback and where possible implement their ideas and suggestions. For example, a parent is invited to share her musical skill by playing the violin to children.

Parents can access policies and procedures through the setting's website and policy folder. However, the complaints procedure does not take into account recent changes. Consequently, they are unaware of the regulator's address should they wish to raise a complaint.

Organisation

The organisation is satisfactory.

Children benefit from the setting's sound policy in recruitment and vetting. This means that suitable, qualified and experienced practitioners look after the children. Practitioners organise space and resources sufficiently to ensure children can make independent choices and gain fully from all activities. Children receive an acceptable level of support and interaction due to the setting's effective deployment of practitioners. All regulatory documentation is in place, however, the procedures for recording visitors are inconsistent and a fire log book is not kept.

Leadership and management is satisfactory. They have enthusiastic practitioners, who work well as a team. They show commitment to the professional development of their practitioners by providing opportunities for on-going training and development. Managers monitor the delivery of the Foundations Stage curriculum, and are aware of some areas requiring development, such as planning, for which they seek external support. However, monitoring of improvements to planning, and the quality of teaching and assessment of children, lack rigour. This leads to weakness in these areas continuing, which impacts on how effectively children learn. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider was asked to keep a written record, signed by parents, of medicines given to children. Also to ensure that the first aid box and its contents are up to date.

The provider has introduced a system to record medicine given to children which is signed by parents. A First aid box in place, appropriately stocked and easily accessible. This promotes children's health and welfare.

The provider was also asked to ensure that all policy documents are maintained in accordance with the National Standards for Sessional Care.

All policies and procedures as required by Ofsted are now in place and accessible to staff and parents. This promotes the safe and effective management of the setting in order to promote children's welfare.

At the last education inspection the provider was asked to provide opportunities for children to develop their design and making skills in two and three dimensions using their own imagination and creativity.

Children have regular opportunities build and construct using their own imagination and creatively. Planning includes opportunities for children to participate in design and making skills in two and three dimensions. This reinforces children's learning and extends their thoughts and ideas.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- keep a record of visitors
- keep a fire log book

- ensure the regulators address is accessible to parents in the event of a complaint

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review procedures for planning and assessment to ensure the next steps in learning for all children are clearly identified and met
- provide opportunities for children to write for purpose

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk