

# Playshack Playgroup

Inspection report for early years provision

---

<b>Unique Reference Number</b>	107633
<b>Inspection date</b>	21 March 2007
<b>Inspector</b>	Christine Jacqueline Davies

<b>Setting Address</b>	Lavender House, Rotherhithe Street, London, SE16 5EA
------------------------	------------------------------------------------------

<b>Telephone number</b>	020 7237 2166
-------------------------	---------------

<b>E-mail</b>	
---------------	--

<b>Registered person</b>	Playshack Playgroup
--------------------------	---------------------

<b>Type of inspection</b>	Integrated
---------------------------	------------

<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Playshack pre-school was registered 1999 but has been in operation since 1992. The pre-school is accommodated in a purpose built building with direct access to a semi-covered outdoor play area. It is located in the Rotherhithe area in the London borough of Southwark. The pre-school serves families who live or work in the local area.

The pre-school is open Monday to Friday, 09.30 to 12.30 term time only. A maximum of 15 children aged two – five years may attend the pre-school at any one time. There are currently 17 children, aged from two to under five years on roll. There are seven funded three and four year olds attending the pre-school. The pre-school provides support for children who have a learning disability and those who speak English as an additional language.

There are two staff working with the children who both have early years qualifications to NVQ level 3. The pre-school is a member of the Pre-School Learning Alliance (PSLA) and it receives support from the Southwark Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Effective systems are in place which enable children's good health to be promoted. For example, accident and medication records are in place and staff are first aid trained. Children's welfare is safeguarded because staff ensure that the premises and equipment are cleaned on a regular basis. Children are encouraged to adopt good personal hygiene habits which contributes to their self care skills. However, the risk of cross infection is slightly increased, because children are using one towel between them to dry their hands after using the toilet or after playing in the outdoor area.

Good opportunities are in place for children's physical health to be promoted. Children access the outdoor area throughout the session and use a variety of large and small outdoor equipment. This helps them gain increasing control over their physical skills. For example, children enjoy using balls, hoops, slide and bikes. Children benefit from a healthy diet. They are offered a good range of nutritious snacks which are varied to meet individual needs and preferences and promote a healthy lifestyle. Children's health and welfare are protected because detailed records are kept of children's dietary needs and any food allergies.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety and well-being are of paramount importance, because staff ensure that they are cared for in a safe, secure environment. Risk assessments are undertaken on a regular basis and comprehensive written procedures are in place, helping to protect children from harm. Staff are secure in their understanding of child protection and effective procedures are in place to safeguard children. Procedures for the safe arrival and departure of children are in place and all visitors to the premises are required to sign in. However, the attendance register does not record the hours of children's attendance. This means that children may not be accounted for quickly in an emergency. Toys and equipment used by children are well maintained and organised, which means that children can play safely and independently. Staff pay good attention to fire safety and a well thought out emergency evacuation procedure is practised with children on a regular basis. This helps to promote children's safety and well-being.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children benefit from an extensive range of resources and activities. Curriculum plans are flexible and clearly indicate what children are intended to learn. This helps to promote children's learning and enjoyment. Staff ensure that children participate in a good range of adult initiated and child led activities, promoting choice and independence. Focused group activities, enable children to extend and consolidate their learning. So as a consequence, develops their confidence and self esteem. Children are confident within the setting and explore their environment with enthusiasm. They particularly enjoy activities such as wet sand, painting and construction. This contributes to their self-expression and imaginative development. A well planned role play area, provides children with extensive opportunities to develop their language and communication skills.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from a broad and balanced curriculum, which supports and challenges their learning. This is because staff use a variety of teaching methods and have a good knowledge and understanding of the Foundation Stage. Children's profiles are kept, which contain samples of children's work and progress reports, which are shared with parents. This enables parents to be involved in their child's learning. Detailed assessment procedures which include observations, enable staff to record children's progress over time, however, observations do not always include the next step or way forward for children. So as a consequence, staff may not address areas for development quickly.

Overall, children are motivated and are secure in their environment. Staff have ensured that activities and resources are easily accessible and are clearly labelled, helping to promote independent learning. Children show a good level of personal and social skills and are very self assured. They have developed good relationships with staff and have built preferred friendships with their peers. Staff have ensured that the areas of learning are integrated, so that children are able to make good progress. Children are confident speakers and initiate conversations with each other and adults, steadily developing their confidence and self-esteem. Children handle books with confidence and are able to anticipate key events through the use of props and story bags. A well stocked graphics area, provides children with good opportunities to develop their mark making skills. Children pay close attention to the features and purpose of the written language in their surroundings, through the use of posters and are able to see writing in different languages displayed.

Children benefit from a good range of resources and activities that support their development in maths. Staff introduce a range of mathematical vocabulary during play, helping to consolidate children's understanding of concepts such as problem-solving, shape and number. Children are encouraged to show an interest in technology and confidently use the computer. Visits to places such as the farm and nature reserve help children learn about their environment and develop an awareness of the world in which they live. Children are able to move confidently with good co-ordination and control. They are given many opportunities to practice and refine their growing physical skills during the daily session.

### **Helping children make a positive contribution**

The provision is good.

Effective communication systems between parents and staff, means that children benefit from consistent care and feel secure. Children's spiritual, moral, social and cultural development is fostered. Staff use positive strategies to manage behaviour and work closely with parents. So as a consequence, children behave well. Staff encourage children to be kind and considerate towards one another and regularly praise children. This helps to raise children's self-esteem and confidence. Children with learning difficulties and disabilities are well supported and staff work closely with the area special needs co-ordinator, who provides support to staff and parents where necessary. Children benefit from a good range of resources which reflects diversity and have many opportunities to learn about the local community, different cultures and the natural environment. For example, children participate in activities regarding Spring, Easter and Chinese New Year. This helps children to acknowledge and accept differences in a positive way.

Partnership with parents and carers is good. Good communication systems ensure that parents have both formal and informal opportunities to discuss their child's care and progress. They are encouraged to take part in their children's learning and have access to information on the Foundation Stage curriculum. Staff also provide detailed information about local schools in the area, so that parents can make informed choices about their child's education.

## **Organisation**

The organisation is good.

Systems are in place for the recruitment and vetting of staff, so that adults providing care and looking after children are suitable to do so. Children's individual needs are met because staff are suitably qualified and experienced and have a good knowledge of the children they are caring for. Good opportunities are in place for staff to attend training in order to develop their skills and knowledge. Staff are clear about their roles and responsibilities within the setting, because effective policies and procedures are in place. However, procedures are not always effectively monitored to ensure that all staff are secure in their understanding of record keeping regarding the children's attendance register. Children's well-being is promoted because appropriate parental consents are in place and all required documentation is in place. Space is well organised, enabling children to enjoy quiet activities away from more lively activities.

Leadership and management of nursery education is good. The quality of provision is monitored on a regular basis and staff receive input from the advisory teacher, helping to raise standards and improve practice. Staff have received appropriate training to enable them to deliver the Foundation Stage curriculum effectively.

Overall, the setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The previous inspection recommended that the safety of the outdoor area is improved by ensuring that the uneven paving is made safe and that suitable arrangements are in place to protect children from the stinging nettles.

Since that last inspection, good improvements have been made. The stinging nettles have been cut back so that children cannot easily access them. The area containing uneven paving, is currently sectioned off from the children due to scaffolding and building works. So as a consequence children's safety and well-being are protected.

## **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.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## 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):

- ensure that children have access to suitable hand drying facilities
- ensure that the hours of children's attendance are recorded

### **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):

- ensure that observations of children, clearly show the next steps to be taken regarding children's development

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](http://www.ofsted.gov.uk)