



Play Days Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	200716
Inspection date	22 January 2007
Inspector	Janet Ann Keeling
Setting Address	The Old Library, Cubbington Road, Leamington Spa, Warks, CV32 7AB
Telephone number	07966181942
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Registered person	PLAY DAYS PRE-SCHOOL NURSERY
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 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?

Play Days Pre-school opened in 1965 and is run by a voluntary management committee. The committee consists of parents of children at the pre-school, staff and members of the local community. It operates from the Old Library in the Lillington area of Leamington Spa. There is a secure garden area available for outdoor play. The group serves families from the local community.

The group are registered to provide care for 24 children at any one time. There are currently 24 children on roll. This includes 17 funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. The group have strategies in place to support children with learning difficulties and for children who speak English as an additional language.

The pre-school group is open from 9.15 to 11.45 Monday to Friday, during term time only.

There are three staff available to work with the children. Over half of the staff have early years qualifications to National Vocational Qualification Level 2 or 3. The pre-school group is a member of the Pre School Learning Alliance and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and well-maintained environment. They learn about the importance of good hygiene practices through well established daily routines. For example, children begin to understand why they must wash their hands before snacks and after using the toilet. When asked, a four-year-old child said "we wash our hands to get rid of the germs".

Children enjoy a wide range of activities which effectively contribute to their good health and well-being, for example, they complete topic work on, 'how to stay fit', 'what to eat' and 'looking at healthy options'. Children engage in a range of physical activities where they are encouraged and supported to develop new skills, for example, as they play on the large play equipment and enjoy group activities in the outdoor area. They also enjoy regular music and movement sessions.

Children's health and dietary needs are met at all times because staff are fully aware of their individual needs. For example, children's individual requirements are discussed fully with parents on admission, recorded and shared with all staff. Children's accident, medication and emergency consent forms are in place. Children enjoy snack-time where they have hot buttered toast and a drink of milk, juice or water. However, during the session children are not able to access drinking water independently.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and well-organised environment. The environment is safe and secure, for example, visitors to the group are required to formally identify themselves, sign the visitors book and are accompanied at all times whilst in the setting. There are effective procedures in place to ensure the safe arrival and departure of children. Children are able to move around safely and freely as identified risks and hazards have been minimised, through the completion of risk assessments and the effective deployment of staff. Children have good access to a range of suitable and safe equipment which is regularly checked to ensure it is safe for them to use.

Children are helped to keep themselves safe through planned activities and gentle reminders from staff, for example, children are reminded to walk and not run around the playroom, to be careful whilst using the scissors and actively engage in regular fire drills. However, the emergency evacuation procedures are not clearly displayed, therefore, children's safety may be compromised. The provider is currently seeking further advice from the fire safety officer regarding fire detection equipment in the setting. During a visit from the community police officers the children learnt about hazards in their environment and how to stay safe.

Children also benefit from the experienced and caring staff who are well informed of the group's health and safety procedures. Children are protected from possible abuse or neglect because the staff are very aware of their roles and responsibilities whilst protecting children in their care. Staff are confident in following the group's child protection procedures and have a designated child protection co-ordinator who would follow through any issues of concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and actively enjoy their time in the group, they are eager to learn and participate enthusiastically in a wide range of stimulating and fun activities. Children learn new skills and acquire new knowledge through well planned and free play activities, and through the skilful questioning and listening skills of the experienced staff. Children's development and achievements are monitored by staff and shared with parents.

Children enjoy very positive relationships with both their peer group and staff, they effectively engage in discussion with adults and their peers. Their self-esteem is fostered well through effective levels of support and encouragement from the staff. Children's behaviour is very good due to the staff's consistent and caring management of the children. They learn to co-operate, share, take turns and show consideration for each other. Children are actively praised for their achievements and encouraged to take pride in their own work, for example, there was great excitement as a three-year-old child built a tower of bricks which exceeded his own height! Whilst another child cut biscuits out of the dough, placed a strawberry on each and confidently counted them from one to seven.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage curriculum and how to promote children's learning through play. The staff are caring, patient and supportive of the children in their care, they have a high regard for them as individuals and know them well. Staff provide good role models and have high expectations for good behaviour. Children's challenging behaviour is managed sensitively and consistently by the staff team.

The planning is thorough, activities are varied and learning outcomes for the group are clearly identified, however, planning does not clearly differentiate for more and less able children in the group. All children have equal opportunities for learning; they are encouraged to talk openly and freely and benefit from the staff's constructive questions, which encourage children to express their feelings and develop their ideas and interests.

Newly implemented assessment procedures are in place and are linked to the six areas of learning, however, at present, they do not clearly demonstrate children's starting points in their learning and information gained from assessments is not used to inform future planning or guide teaching. There are appropriate strategies in place to meet the needs of children with special educational needs and for whom English is an additional language.

Children are enthusiastic, confident and interested in the activities available to them. They are eager to learn and settle quickly into the group, their relationships with adults and their peers are positive. Children learn about their own and other cultures as they celebrate festivals throughout the year; they express their feelings and manage their self-care needs effectively. Children engage easily in conversation; during group discussion time children participate enthusiastically, they listen carefully to adults and to each other and talk about past and present experiences. Children listen attentively at story time and many are able to recall the story line. They are beginning to learn how print carries meaning as many of the children recognise their own work on displays, whilst more able children are able to write recognisable letters on their own work. Children have daily opportunities to access a good range of books; many of the children show a keen interest in books and use them independently, carefully turning the pages and discussing the illustrations with each other and staff.

Children are beginning to use mathematical language as they engage in a range of activities, such as play dough where they talked about the shapes of the cutters, then counted how many biscuits they had made. Children engage in number rhymes and songs and are able to name shapes such as, square, triangle and circle. They have opportunities to sort, match and compare objects in a variety of contexts. There was great excitement and wonderful concentration as the children engaged in an activity with the Matryoshka nestling doll. The children were in 'awe and wonder' as one doll became nine dolls, all of different sizes!. The children confidently counted to nine and talked about 'big', 'little', "one more" and "one less" during the activity.

Children show good co-ordination as they move confidently and safely around both the indoor and outdoor areas. They engage in regular music and movement sessions where they develop their awareness of space and others around them. Children have access to an outdoor area where they are able to further develop their physical skills as they negotiate the climbing frame, throw and catch balls and enjoy team games. The children use a range of small equipment, including scissors, paint brushes, glue sticks, pastry cutters and pencils which they are beginning to handle with increasing control. Children have opportunities to use their imagination in activities such as painting, music and movement and various role-play situations; for example, as the role-play area changes regularly into a hairdressers, café, home corner and post office. Children explore sound effectively through playing a range of musical instruments and listening to a variety of musical sounds. Children enjoy singing in groups and individually and are able to maintain a good sense of rhythm when joining in rhymes. There was enormous enthusiasm as the children took part in a 'Karaoke' session where they sang 'Wind the Bobbin Up', 'Twinkle, Twinkle Little Star' and 'The Red Red Robin'.

Resources are of good quality, support all areas of learning and are used effectively. The pre-school accommodation is used well to provide a secure and happy learning environment. Both resources and accommodation have a positive impact on children's learning. However, staff are currently looking at ways to further develop the pre-school environment to ensure children's learning is maximised.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed into the pre-school group and are valued and respected as individuals. Their needs are competently supported by staff who know the children very well and who respond sensitively to their individual needs.

Children are fully included in all activities and their differences are acknowledged and supported. They are able to access a good range of activities, toys and resources which actively raise their awareness of diversity and promote their understanding of others. For example, through access to role play equipment, books, posters and by welcoming visitors from the local community. The children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good. Children are fully aware of the group's boundaries and expectations for good behaviour, they learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is further developed as they respond to gentle reminders from staff, to care for their environment, resources and each other.

Partnership with parents and carers is good. The effective partnership with parents and carers contributes positively to the children's well-being within the group. Relationships between parents and staff are warm and relaxed. Children's individual care and educational needs are fully discussed with the parents before the child starts at the setting, enabling staff to be fully aware of their needs. The staff welcome informal contact with parents at the beginning and end of each session and also share information about the children's activities and achievements on a regular basis. Parents and carers have access to a range of information regarding the group, including current topic work, daily planning and policies and procedures. However, whilst parents are made aware of the complaints procedures they have not been updated and implemented in line with the revised National Standards Guidance of October 2005.

Staff actively encourage parents to take an interest in their child's early education, through informal discussions and regular newsletters. Parents feel very welcome in the group and say that staff are approachable, friendly and supportive of their children's individual needs.

Organisation

The organisation is good.

The premises are welcoming, well-organised and effectively support the children's learning and enjoyment. Children benefit from qualified, experienced and knowledgeable staff, who follow an effective induction programme and who are committed to on-going training and development. Staff are caring, patient and fully understand their roles and responsibilities. Policies and procedures work effectively in practice to promote children's health, safety and enjoyment, and also enable children to make a positive contribution. All legally required documentation is in place and stored securely.

The leadership and management of the nursery education is good. Managers are fully committed and effective in promoting an inclusive environment in which every child matters. The staff are very enthusiastic, work cohesively as a team and are deployed effectively. Managers work

closely with the local authority to monitor and evaluate their practice. Regular staff meetings are held to discuss daily issues, planning and children's development. There is a very good commitment from managers and staff to continue to develop the early years provision.

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

Improvements since the last inspection

At the last inspection the setting were asked to; ensure that effective procedures are in place for checking future committee members and to ensure that the hours of attendance are detailed in the daily records.

Since the last inspection the setting have implemented effective procedures for checking the suitability of committee members and now detail the children's hours of attendance in the daily records. Consequently, children's safety is further supported.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require 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

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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 children can independently access drinking water at all times during the session
- ensure the emergency evacuation procedures are clearly displayed and that any recommendations made by the fire safety officer regarding adequate fire detection equipment are implemented
- review and update the complaints procedure to ensure it is written and implemented in line with the revised National Standards Guidance of October 2005.

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):

- continue to develop the newly implemented assessment procedures to ensure they clearly demonstrate children's starting points and make sure that information gained from assessments is used to inform planning and guide teaching
- ensure planning clearly differentiates for more and less able children in the group
- continue to develop the learning environment in order to maximise the children's learning.

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