

# CHILD'S PLAY NURSERY SCHOOL

Inspection report for early years provision

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<b>Unique Reference Number</b>	131836
<b>Inspection date</b>	20 June 2007
<b>Inspector</b>	Pauline King
<b>Setting Address</b>	Childs Play Nursery School Ltd, 31 St. Matthews Avenue, Surbiton, Surrey, KT6 6JQ
<b>Telephone number</b>	020 8399 7347
<b>E-mail</b>	
<b>Registered person</b>	Childs Play Nursery School Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

Child's Play Nursery School opened in 1986. It operates from five areas on the ground floor of a residential home in Surbiton. The nursery school serves the local community.

There are currently 34 children from two to five years on roll. This includes 23 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who are learning English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are ten part/full time staff working with the children, eight of whom have Early Years qualifications equivalent to NVQ Level 3. Two members of staff are working towards an Early Years Degree and one is working towards NVQ 4. The setting receives support from the Early Years Development and Childcare Partnership. The methods of teaching include following the Foundation Stages of Learning and Birth to three matters.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn good hygiene practice, which minimises the risk of cross infection, from staff who have a good understanding of the health and hygiene procedures. For example, staff check and clean the toilet area regularly. Children independently and confidently wash their hands, using liquid soap and paper towels.

Children who are unwell do not attend as parents receive clear information about exclusion times. Children's health needs, in the event of an accident, are effectively met because written permission from parents to seek emergency medical treatment or advice is in place. Seven members of staff hold a current first aid qualification and accidents are appropriately recorded and signed by parents.

Children learn about healthy eating from a very wide variety of fresh cooked meals provided to them each day, which takes into account children's allergies. Water is freely available to children throughout the day.

Good use is made of the space and resources. Children access different activities in the variety of areas used, also extending to the exciting outdoor play areas available. The nursery plan for the different ages of the children using both 'Birth to three matters' and the 'Foundation Stages of Learning' to ensure all children are developing their skills.

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

The provision is good.

Children are able to move freely and play safely as areas used are safe and hazards have been removed. Children are protected from unknown adults entering the building, because there are good systems in place to ensure this can not happen. Staff help children understand about safety as they re-enforce group rules and give explanations when something may pose a hazard, for example, going up the slide the wrong way. Children know what action to take in an emergency because regular, well recorded evacuation drills take place.

Children play in very clean premises. They use a wide range of good quality toys and equipment which are well maintained and suitable for their age and stage of development. However, the inside of the play houses in the garden were not very clean.

Children are suitably protected regarding child protection issues, because all but one member of staff have attended child protection training, and have a clear understanding of the signs and symptoms of abuse. Staff are very clear about their responsibility to inform the manager if there are concerns and she is fully aware of her role. The Local Safeguarding Children Board's procedures are available, which means staff can deal promptly with any concerns about a child.

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

The provision is good.

Children have good relationships with the staff. Children settle quickly on arrival as staff warmly greet them and respond with enthusiasm to the children's greetings. Staff promote children's independence by giving them opportunities to freely choose from activities provided throughout

the day. Activities are provided to develop children's self-expression, their speaking and listening skills and their ability to enjoy the company of other children. All children enjoy a good range of activities that help them learn. The activities interest them, hold their attention and help them to make good progress. They also benefit from being cared for by a well established staff team.

Staff demonstrate a clear understanding of the Birth to three matters framework. Observations and individual learning plans indicate that staff clearly know starting points of children and what each child can do. They effectively use this knowledge to provide activities which encourage further progress and development.

### Nursery Education

The quality of teaching and learning is good. Children make good progress through all areas of learning. Staff devise and use plans well to support children's learning and physical development. Written plans demonstrate that staff have a clear understanding of the Foundation Stage curriculum. They effectively use written observations to record children's starting points, what the children can do, and use this information to write individual plans and monitor children's progress. Staff are skilled at providing activities to support children's learning and recording progress during the activities. They listen and respond to children's questions, join in their conversations and are quick to extend activities when children show a particular interest.

Children develop good relationships and friendships. They are learning to recognise their own feelings and be caring and concerned about the feelings of others. For example, celebrating another child's birthday. Children's self confidence and self esteem is effectively supported by staff. They know the children well and use this knowledge to encourage children to choose an activity, by providing activities which they know will interest the individual child. Children play well together and often work co-operatively as they play. For example, children using role play with shop activity. The development of children's personal independence is promoted, because staff give children time to pour their own drinks, or wash their hands unaided.

They have opportunities to talk about themselves and their families during the day. For example, children bring in photos of their family. Staff use open ended questions which prompts children's thinking, children are encouraged to think about and make links between the story they are listening to, and their own experiences and family background. For example, making their own story books about themselves or a favourite story. Children enjoy listening to stories read to them by staff in groups or individually, staff support and encourage children's thinking and understanding by asking questions and listening to children's responses. Children enjoy singing rhymes and join in enthusiastically with the actions.

Children are beginning to develop good writing skills as they start to form the letters of their name on their pictures, use paint, freely draw and mark make with crayons and pencils. They show an interest in letters and are beginning to identify the sound some letters make. Children are beginning to recognise their own name.

Children's early mathematical skills are supported well by staff; they plan and provide activities which encourage children to recognise numbers and count. For example, children count the number of fruit the caterpillar eats in the story. Staff use action songs to provide children with visual support when making simple calculations. For example, children sing the nursery rhymes; they confidently count and subtract the numbers.

Staff competently provide activities which cover several areas of the Foundation Stage curriculum. For example, children are learning about different mini-beasts and insects, they look at them from displays on walls and books and dig them up from the mud pit in the garden. They talk about their shape, colour, how fat and how long they are. Children have a good selection of toys and play materials reflecting positive images of racial, cultural and religious diversity and disability. However, these are not easily accessible or freely available to children on a daily basis.

Children have access daily to fresh air and activities to develop their small and large muscle skills. They negotiate space well when kicking balls, riding scooters and bicycles and moving around the premises. They demonstrate the necessary control when using the climbing frames.

Children express their creativity freely because staff provide a good selection of creative materials. They use their senses to explore the feel of sand and play dough; they talk about the colour of the play dough and the texture of wet and dry sand. They join in enthusiastically during singing sessions. Paint, drawing and colouring materials are freely available and children use these well. They competently use tools for cooking, drawing, painting, and sticking. Children talk about what they are doing and use their imagination well when playing shops, cooking and then pretending to eat play food.

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

The provision is good.

The children are very caring towards the staff and each other. Children are made to feel valued with continuous praise from staff, and with children being chosen for 'Star of the Week'. Staff ensure all children are included. The children are happy and confident to choose their activities. Children with learning difficulties and disabilities attend and are able to fully participate, as staff work closely and effectively with parents and other professionals. Children with English as an additional language are supported well and staff spend time to read lots of stories to all children. Children develop a positive view of themselves, as staff regularly praise their achievements and make them feel important. For example, children happily make books about themselves and their families. The celebrating of festivals gives children a positive view of the diversity and range of beliefs of society.

Children understand the need for good behaviour as staff continuously praise them when they are polite and explain the effect unacceptable behaviour has. Children are very well behaved and polite, knowing right and wrong.

Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Excellent links are developed with parents. They are welcomed into the setting and are able to participate in their child's learning, through the use of the observation books which are regularly sent home. Many parents contribute to their book which ensures they are involved in their children's learning. Parents are aware of the activities their children participate in, as they receive verbal information of activities and a newsletter and the plans are on display. Yearly meetings enable staff and parents to formally discuss their child's development.

Feedback from parents indicates they are very happy with the setting. They comment that staff are very approachable, their children make very good progress and the environment is caring and loving.

## **Organisation**

The organisation is good.

Staff enhance children's care with effective organisation. They work well as a team communicating clearly to meet the needs of the children. The clear recruitment procedure ensures that staff working in the setting are suitable to do so. Staff keep up to date with current childcare knowledge as they regularly attend courses. All legally required documentation which contributes to children's health, safety and well being is in place. It is well organised, accessible and confidential.

Leadership and management are good.

The proprietor/manager works with the children and is incredibly enthusiastic and motivated. All the staff say she is very supportive. She regularly evaluates the setting which enables her to assess areas of strength and areas to develop. She works directly with the staff, which means she can monitor the quality of care and education children receive. She is committed to ensuring staff can access, and regularly attend, training which relates to the Foundation Stage curriculum. This ensures that all staff keep up to date with current practice and bring fresh ideas into the setting. The manager is aware of the individual strengths staff bring and ensures these are used in the teaching. Regular team meetings encourage the team to discuss thoughts and ideas and allow the manager to ensure staff are covering the curriculum. Individual appraisals enable the manager to value the staff and discuss any training needs. The well managed staff work efficiently, effectively and happily as a team.

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

## **Improvements since the last inspection**

At the last inspection it was agreed all electrical appliance are checked regularly to ensure that they do not pose a hazard. There are written risk assessments in place for all areas which now includes all electrical appliances being checked for safety, so that they do not pose a hazard to children.

## **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.

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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):

- ensure the inside of the play houses and furniture in the garden are clean

### **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 multi-cultural play resources are fully integrated into every day play.

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)