

# Childs Play Pre-School

Inspection report for early years provision

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**Unique Reference Number** EY222121

**Inspection date** 03 October 2007

**Inspector** Kristin Hatherly

**Setting Address** St Hughes Church Hall, Granville Street, Market Harborough,  
Leicestershire, LE16 9EU

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**Registered person** Dina Wheat

**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](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?

Childs Play Pre-school was established in 2001. It is privately owned and registered to provide sessional day care for up to 24 children from two to five years of age. It opens daily during school term times between the hours of 09:20 and 12:20. The session on a Monday is extended to 13:20 to include a lunch time session for pre-school children to bring their lunches. The pre-school runs from the St. Hugh's Church Hall in Market Harborough.

The pre-school serves the town of Market Harborough and the surrounding area. There are 43 children on roll, of which 27 children receive funding for nursery education. Children are grouped together in one large hall with access to a kitchen and toilet area. The intake of children reflects a variety of social and economic backgrounds. The pre-school is able to support children with learning difficulties and/or disabilities and who speak English as an additional language.

There are two full-time and four part-time members of staff, five of whom hold a recognised child care qualification. The pre-school receives support from an advisory teacher and a Birth to three advisor.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is effectively promoted by staff who follow clear health and hygiene procedures and ensure they have appropriate medical information such as details of any allergies. They learn about their own personal hygiene as they are encouraged to wash their hands at appropriate times such as before snacks, after messy play and after going to the toilet. They have developed a good understanding of why they wash their hands, one child stating "to get rid of nasty germs". This sustains the level of hygiene and helps to prevent the spread of infection. Children's welfare is safeguarded because three members of staff have up-to-date first aid knowledge in the event of any accidents and appropriate procedures are in place if children are unwell.

Children gain an awareness of the role of healthy eating in developing their good health and growth as they are provided with a variety of nutritious well-balanced snacks. Children have access to fresh drinking water at all times. As a result children are thoroughly hydrated and comfortable.

Although the pre-school does not have an outside play area, children enjoy physical exercise as they balance on a balance beam, play on a slide and manoeuvre wheeled toys in an area set aside within the hall. Children move spontaneously with increasing control and co-ordination, developing an awareness of space around them and the close proximity of others.

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

The provision is good.

Children are safe and well cared for in the local hall that is secure and suitable for its purpose. They have access to an appropriate range of equipment and resources that promotes their development and maintains their interest well. Children are able to play safely and move freely between activities in a play environment where space is organised and used effectively. They have access to toys, resources and equipment appropriate to their age and development which are regularly checked.

Children's safety is ensured as effective procedures are in place within the setting and proper precautions are taken to prevent accidents. This is re-enforced with the children by reminding them of the safety rules at registration time such as they must not run around. There are clear procedures if a child is to be collected by a different person and the entrance door is locked during the session. Ratios are well met which ensures that children are supervised properly at all times. Children understand and practise fire drills regularly which are recorded, although they do not actually leave the building and meet at an appropriate place. They are protected and their welfare promoted through daily risk assessments of the equipment and premises as well as an annual comprehensive risk assessment.

Children are further protected and their welfare promoted because there are clear procedures in place with regard to safeguarding children and the manager has attended appropriate training. Generally, the required procedures and documents are in place to ensure children's welfare is safeguarded and promoted.

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

The provision is good.

Children are happy, settled and enjoy coming to the pre-school. Children's self-confidence is promoted by staff who build warm positive relationships with the children and have consistent expectations and clear routines. They are aware of routines such as posting their name cards as they come in and finding them at snack time. Staff demonstrate a caring attitude towards the social side of the child and encourage children to share and play together. Children are able to take forward their own ideas with role play activities, for example, a well equipped home corner as a post office and café which children are keen to participate in. Children enjoy visitors to the pre-school such as the dentist and fire brigade and going for topic walks for instance to look at shapes. They begin to understand their own needs, and with adult support, become aware of the needs of others. An older child helped another child during a matching game. Children behave well, for example, they take turns and share resources. All of these promote their emotional, physical, social and intellectual development.

### **Nursery Education**

The quality of teaching and learning is good. The planning is based on the six areas of learning and shows that staff have a clear understanding of the Foundation Stage which they use effectively when engaging children in activities. The planning includes clear staff deployment which ensures that the planned activities engage the children well. There is a system for evaluation of activities although this does not show clearly whether learning intentions have been met. Child profiles are kept with observations of the children, samples of their work and photographs of activities they are engaged in. Staff are friendly and caring and form good relationships with the children which help them to feel secure. There is good use of extending and open questions and spontaneous counting to help the children progress well. Staff give regular encouragement and praise which develops children's confidence and self-esteem. As a result, they behave well. Throughout the setting, children's personal social and emotional development is promoted by the staff's caring attitude towards the social side of the child. They encourage children to respect each other and to play co-operatively. Children work well together, sharing and helping each other.

Children are very confident to speak to and question staff and visitors to the pre-school. They are developing their independence well through selecting activities, engaging in activities such as making their own sandwiches and going to the toilet independently. They are able to express and develop ideas in a variety of activities and situations such as role play. Children have access to a range of books and clearly enjoy reading as they select and read books independently and are well engaged at story times responding to questions.

Children are developing their number skills through a variety of activities, construction, games and puzzles relating to number, shape, measure and weighing. They are encouraged to count spontaneously during activities and at register time. They develop their understanding of shape, measure and patterns with good use of language such as small, medium and large.

Children explore and investigate a wide variety of media and material such as shaving foam, play dough, popcorn before and after cooking, chocolate before and after melting, growing seeds, sand, water and porridge. They are able to operate simple technical toys. Children celebrate festivals and taste food from other countries to develop their understanding of other cultures. They develop a sense of time and place through regular discussions about events in their lives.

Although the pre-school does not have an outside area, children have frequent opportunities to develop their physical skills as they play on large equipment such as a slide, balancing beam and ride on toys. They move confidently between activities and at register time. Children engage in a variety of craft activities and enjoy singing rhymes and songs and experimenting with musical instruments. They develop their imaginations well with a variety of role play, small world toys and puppets. They respond and express ideas and share feelings during free play and when talking to each other and staff.

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

The provision is good.

Children enjoy activities and resources which promote a positive view of the wider world. They celebrate festivals which includes trying foods from other countries and have access to resources such as dolls and a variety of books which show people from other cultures. This increases their awareness of diversity and their understanding of others. Children are valued and respected as individuals and are fully included in the life of the setting. The pre-school understands their obligations under the Disability Discrimination Act and is pro-active in ensuring that appropriate action can be taken to support children with identified needs. As a result children receive appropriate support.

Staff deal with behaviour consistently that is appropriate to the child's level of understanding and maturity. Children learn to share, take turns and consider others. They see positive role models in the staff and receive regular reassurance, praise and encouragement which promotes their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children benefit from the development of good relationships with parents through the exchange of clear detailed information at the start of a child's time at the nursery which continues throughout their time there. Children's progress is overseen by the use of a key worker system which also ensures they feel secure and are able to develop according to their individual needs.

The partnership with parents and carers of children in receipt of nursery education is good. Parents are provided with a clear introduction to pre-school which includes a comprehensive prospectus and detailed admission forms. They have continuous information such as a daily journal which includes recordings of children's achievements and progress, a notice board with the number, letter and colour of the week as well as regular detailed newsletters which include information about any changes such as new staff. Parents report positively about the pre-school particularly being given verbal feedback by the Manager on a daily basis.

### **Organisation**

The organisation is good.

Children benefit from the effective organisation of space and resources so that they can make choices and develop their ideas as they play. However, children are restless during the pick up time at the end of the session as they are not sufficiently stimulated. Staff support children well during activities and allow them time and space to initiate their play. However, younger children new to the pre-school were not well supported during snack time as they were not called to the table at an appropriate time. The premises are safe, secure and suitable for their purpose. Resources and equipment are organised to promote children's safety, welfare and

development. Staff continue to update their training to improve and develop their work with the children although they have not yet implemented fully the Birth to three framework.

Children's care and welfare are safeguarded by clear documentation. Policies and procedures ensure staff are clear about their responsibilities and parents are aware of the pre-school's ethos.

The leadership and management of the nursery education is good. The nursery is owned by the manager. The staff work well together as an effective and committed team. There are clear recruitment and induction procedures in place with regular appraisals which include self-appraisals.

All staff are either suitably qualified or working towards a suitable qualification. Staff are managed well and there are regular staff meetings. Staff support and encourage children well during activities while still allowing them time and space to initiate their own learning. Staff are encouraged to attend courses to update their training. The pre-school works with the Birth to three adviser and the advisory teacher. Overall the needs of the children are met.

### **Improvements since the last inspection**

At the last care inspection, the pre-school was asked to organise groupings of children to enable all to participate at their own level. The activity plans now show some differentiation for older and younger children, which ensures that generally children will progress appropriately.

At the last nursery education inspection, the pre-school was asked to provide suitable equipment and opportunities to support older/more able children in the acquisition of skills in technology and provide more opportunities for children to see their name written. Children now see their names when they come in to pre-school, at snack time and are encouraged to write their names often. This ensures that children are developing their writing skills through the use of the letters of their name. The pre-school now has a variety of programmable toys which ensures that children are able to develop their skills in technology.

### **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):

- review routines at the end of the day to minimise periods of time when children are not sufficiently occupied
- ensure the individual needs of younger children are met with reference to organisation of activities and snacks
- incorporate planning for children under three by using the 'Birth to three matters' framework.

### **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):

- develop evaluations of adult led activities to ensure learning intentions are met.

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)