

Lavender Playschool - Beddington

Inspection report for early years provision

Unique Reference Number	EY347975
Inspection date	17 September 2007
Inspector	Debbie Molly O'Callaghan
Setting Address	Beddington Village Hall, 1-5 Beddington Lane, Croydon, CR0 4TG
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Registered person	Helen Elliott
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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?

Lavender Playschool Beddington is one of two playschools run by the provider. It was registered in March 2007 and operates from a community centre hall. It is situated in a residential area of Beddington which is in the London borough of Sutton. All children share access to a secure enclosed outdoor play area. Children come from the local community and a maximum of 26 children may attend the playschool at any one time. There are currently 24 children on roll. The playschool is open each weekday from 09.30 to 12.00 and there is an optional lunch club available to children from 12.00 to 13.00. The playschool opens term time only and there is a play scheme for children aged three to eight years, which opens in the main school holidays and runs for the same hours as the playschool. The playschool employs five members of staff, of these four hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in a clean and hygienic environment. They learn about their own personal hygiene as they clearly understand the need to wash their hands after using the toilet and before snack time.

Children learn the importance of a healthy diet through planned topic work. Children take part in cooking and food tasting activities to help them discover a wider range of foods and what they like and dislike. They enjoy healthy snacks of different fruits, breadsticks and raisins. They have the choice of milk or water to drink. Their individual dietary needs are met as parents share relevant information with staff.

Children enjoy a wide variety of daily physical exercise that contributes to keeping them healthy outdoors. They have opportunities to use wheeled toys and they have fun as they negotiate around each other on the pathway and draw their parking space on the concrete with chalk.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff ensure that the hall is welcoming to children. Pictures and posters are displayed around the room. A cosy book corner with benches, rugs and cushions provide children with an area where they can relax. Children play in a safe environment with plenty of space in which to move around in safely, allowing them to explore their environment and develop independence. They have free and easy access to a wide range of equipment which is of good quality and meets the needs of the children attending, allowing them to make independent decisions about their play and initiate their own learning.

Children are kept safe within the group by staff who are vetted and who demonstrate an awareness of safety. Hazards that have been identified are minimized for example, the kitchen door remains closed at all times and this area is out of bounds to the children. The security of the site is good. Doors into the pre school are locked and children are unable to leave unattended. However staff have not practised fire evacuation with the children and have no written records available.

Children's welfare is safeguarded due to staff's sound understanding of child protection issues. Staff complete child protection training and are aware of the procedures to follow should they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and are eager to chat to the staff and other children. They are relaxed and benefit from the happy and caring atmosphere staff create. Children relate well to the staff and build strong friendships with other children. The routine of the group enables children to enjoy time to play on their own and develop their own ideas. Children also enjoy taking part in group activities, which they do with great confidence.

Children enjoy their learning and are all engaged in purposeful play, supported well by the staff.

NURSERY EDUCATION

The quality of teaching and learning is good. Children are making good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage. The planning systems are clear and detailed.

A well balanced curriculum ensures children have a wide range of experiences that supports their learning in all areas. Staff make observations and maintain some records of the children's progress and achievements. This means recorded observations are not always used to identify children's learning needs or inform future planning.

Staff create a stimulating environment where learning posters are displayed and labelled.

Children have good opportunities to develop their creativity and imagination through a range of resources such as the well resourced home corner area. Children actively dress up in role play outfits to recreate roles and experiences. They are able to freely choose painting or sticking activities where they learn about colour and shape. Children enjoy music sessions and listen to music tapes. Children are learning that marks have meaning. They self register putting their names on the board and there are many labels around the room for children to associate with. The mark making table is very well presented encouraging the children to use this area.

Children are learning about differences and the wider world as they explore the senses. The interest table includes books and posters about the five senses, they look through magnifying glasses, microscopes and mirrors to see how things change and how they look. Children use many items such as cameras, calculators and understand their meaning, they take pictures of each other and use binoculars to look at things, children put stethoscopes on and say they can hear your heart beat. Children readily take part in art and craft and are free to create their own designs using glue and natural materials such as, pasta shapes, straws and coloured rice. Children count, colour and shape match, staff ask questions 'which is smallest', 'how many do you have'.

Helping children make a positive contribution

The provision is good.

Children learn about themselves and the wider world through well planned activities to acknowledge various festivals over the year such as Chinese New Year, Christmas and Diwali. Posters are displayed around the hall depicting positive images and there is a good selection of dressing up clothes for children to choose from.

The group have a good understanding of how to support children with learning difficulties and/or disabilities. A designated member of staff is available to work with the children, their parents and any outside agencies.

Children's spiritual, moral, social and cultural development is fostered. Children behave well, they are familiar with the boundaries in place and staff manage any disputes calmly offering lots of praise and encouragement to promote good behaviour.

The partnership with parents and carers is good. Parents are made to feel welcome in the setting, staff are available to discuss the children's development. Good information such as newsletters keep parents informed about the group's activities. There is general information

on the notice board for parents including planning and themes planned for the coming weeks. The policies and procedures are readily available for parents to access. Parental feedback is positive and parents feel they are well informed about their children's progress.

Organisation

The organisation is good.

Children are happy within the pre-school. They benefit from the smooth running of the group and clear routines which make them feel secure.

Staff are very clear of their roles and responsibilities. There are good induction procedures for new staff and training is encouraged and highlighted at meetings and appraisals.

The leadership and management of the nursery education are good. Staff have planning and review meetings. This helps to ensure that all staff understand the learning intentions of planned activities. Staff demonstrate a good awareness of how they wish to continue making steady progress in their delivery of the foundation stage and provide care meeting the National Standards.

All of the regulatory documentation is in place and most of this is maintained appropriately. However the child detail forms are not always completed fully.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted which required the provider, or Ofsted, to taken any action in which 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):

- ensure emergency evacuation is practised regularly and a written record is maintained
- ensure children's records are completed in full to enable staff to fully meet their individual needs

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):

- further develop the use of observations to identify children's individual targets and inform future planning.

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