

Playwell Pre-School

Inspection report for early years provision

Unique Reference Number	509635
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Inspector	Teresa Evelina Lucas
Setting Address	32a Westmount Road, London, SE9 1JE
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Registered person	The Trustees of Eltham Park Baptist Church Playwell Pre-School
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 satisfactory. 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?

Playwell pre-school has been registered since December 1972. It operates in Eltham Park Baptist Church. It is a registered charity and is managed by the committee, which is made up of parents and church representatives. The pre-school has access to two rooms and a large hall, a kitchen, toilets and an outside play area. The pre-school serves the local community.

A maximum of 35 children aged two to five years may attend the playgroup, and of these, not more than eight may be under three years. The playgroup is open from Monday to Friday from 09:15 until 11:50 and on Tuesdays, Wednesdays and Fridays from 12:30 until 15:00, during term-time only.

There are currently 65 children on roll, 45 of whom receive funding for nursery education. There are currently no children on roll with learning difficulties and/or disabilities. The playgroup supports a number of children who speak English as an additional language.

The staff team consists of 11 members of staff, one of whom is unqualified. The remainder hold childcare qualifications that are equivalent to NVQ level 2 or 3. The setting receives support

from an advisory teacher from the Greenwich Early Years Childcare Development Partnership and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a generally clean and hygienic environment. Some aspects of children's health are appropriately promoted, for example, staff understand that ensuring that the premises is clean by employing effective hygiene procedures helps to protect children from the risk of the spread of infection and illness. In addition, a written sick children policy informs parents that the pre-school does not accept children when they are ill. However, children are not fully protected from these health risks because communal bowls are used for hand washing and there is no soap available for their use. Consequently, the same water is used when several children wash their hands after using the toilet and before eating their snack. This is not an acceptable practice because it poses a considerable risk of the spread of infection.

There are effective systems in place for the recording of any medication administered to children, including prior written parental consent. Written parental consent is also sought for seeking emergency medical treatment. There is a fully equipped first aid box and five members of staff hold up-to-date first aid qualifications. These measures help to ensure that children are protected if there is an accident or emergency.

Physical activities are a daily feature of the children's routine. Good use is made of the outdoor area where they can enjoy vigorous play and exercise. Children also benefit from lots of opportunities for indoor physical play. These include large play equipment for climbing, balancing and sliding, as well as see-saws, rockers, wheeled toys and a range of small equipment such as balls and hoops. In addition, activities such as ring games are incorporated into planning. Consequently, children are able to practice and develop a range of physical skills.

Children are learning about healthy eating and where foods come from because staff use refreshment time as an opportunity for discussions, for example, they talk about where milk comes from and how it is made into cheese. Children benefit from healthy snacks including crackers and cheese spread, breadsticks and lots of fresh fruit. Their independence is promoted because they are able to choose when they would like to have their snack and are able to pour their own drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a generally safe and secure environment, which is enhanced through the imaginative use of charts and posters and displays of children's work. Good play space includes a large hall and two activity rooms. This enables children to move around freely and safely. Furniture, equipment and play resources are suitable for the needs of the children attending. Toys and equipment are well-organised and accessible so that children can select some resources for themselves. Children have regular opportunities to choose what they would like to do and are gaining in independence, as a result. All furniture and resources are in a good, clean condition and staff regularly carry out checks on their condition, thus helping to ensure the children's ongoing safety. Children are beginning to learn about keeping themselves safe;

for example, staff remind them not to walk across the mat when other children are sliding down the slide and to be gentle with the equipment so that they do not hurt themselves or others.

Regular risk assessments help to minimise any risks to children's safety and written records are kept of these. However, although generally good safety precautions are in place, two safety issues were identified during the inspection that pose a potential risk to children's safety. These relate to a safety gate leading to the kitchen being left open and the use of a free standing electric fire adjacent to children's activities. Appropriate arrangements are in place for the dropping off and collection of children, for example, parents collect their children from inside the hall and all doors leading to other parts of the premises are locked during pre-school sessions. In addition, a visitors' book is in place and is used consistently to keep a record of all adults present and clear policies are in place for lost and uncollected children. Fire procedures are displayed and all necessary fire precautions are in place. Fire drills are practised with the children and this helps them to learn how to keep themselves if there is a fire. However, although the inspector was informed that written records of fire drills are kept, these were not available during the inspection.

Staff are able to take the necessary steps to protect children from the risk of abuse because they understand their child protection responsibilities and are aware of the action to take in the event of a concern about a child, including making a referral to Children's Services. Although there is a recently updated written child protection policy in place, this is not currently in line with Local Safeguarding Children Board procedures. Staff have not yet had the opportunity to update their knowledge and understanding of safeguarding issues, for example, by attending recent training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the pre-school and participate confidently in daily routines. Activities are varied on a daily basis and set up in designated areas. This ensures that children are provided with a balanced range of activities across all areas of their play, development and learning. They are able to move between activities and make independent choices. Staff ensure that children are meaningfully occupied and this means that the children are focused, busy and well-motivated. Children enjoy their activities and chat enthusiastically about what they are doing, appropriately supported by staff who know them well and are sensitive to their individual needs. The Birth to three matters framework is used to underpin the planning of activities for younger children and this helps to ensure that children make progress in all areas of their development.

There is a keyworker system in place which helps to ensure that staff get to know the children well and that parents are kept informed about how their child has settled and their progress. Staff are friendly and caring towards the children who approach them readily and confidently engage them in conversation. As a result, children's confidence and self-esteem are developing well. Interaction between the staff and children is good. Staff talk and listen to the children during activities and often ask them questions and introduce new vocabulary. They ensure that they spend time at all the activities and this encourages the children to participate in the full range of activities on offer; for example, staff often sit in the book corner and read stories to small groups and individual children.

Nursery Education

Overall, the quality of teaching and learning is good. Staff understand that children learn best through play and their own first-hand experience and interests. They demonstrate a good knowledge and understanding of the Foundation Stage and use the early learning goals and stepping stones to underpin planning. Planning systems are generally good and are overseen by the supervisor and the deputy. Planning includes long-term and short-term plans. Plans are based around the stepping stones towards the early learning goals. Planning is generally effective because, although the supervisor and deputy have overall responsibility, all staff have the opportunity to contribute their ideas and plans are effectively shared with them. Children are making good progress towards the early learning goals because staff ensure that the curriculum is broad and balanced and provides appropriate challenge. Observations are carried out and these help to identify the next steps in individual children's learning and form the basis for children's individual play plans. However, although the free play part of the session is very effective in promoting children's learning through practical activities and daily routines, learning intentions for the planned group adult learning activities at the end of the session are not clear. As a result, these activities tend to be unrelated and do not always reinforce children's learning or address the next steps in individual children's learning. However, systems for monitoring and evaluating the delivery of the nursery education programme are constantly being explored and developed. As a result, this part of the session is currently under review.

Children's personal, social and emotional development is good because staff participate in their activities and encourage their self confidence by encouraging children to talk about what they are doing. Children are learning to share, take turns and play co-operatively. Staff praise and acknowledge good behaviour and this helps children to learn right from wrong. Staff are good role models overall and consequently, children's behaviour is generally good, especially during free play. Children benefit from good opportunities to develop independence; for example, they are able to pour their own drinks at snack time and staff encourage them to participate fully in clearing up.

Children are making generally good progress in language, communication and literacy. Overall, they enjoy listening to stories, individually and as part of small group. Many concentrate well, for sustained periods of time. The book corner is cosy and attractive and books are well displayed. Staff appropriately support and encourage children's interest in books by making sure they spend time in the book corner and share books and stories together. As a result, children are beginning to develop positive attitudes towards books and reading. Children have some opportunities to express themselves during discussion times and are consequently becoming confident. Children interact well with adults and with each other, for example, at snack time. Staff are aware of the importance of extending children's language and vocabulary by asking questions to encourage children to think and by introducing new words. Children benefit from some opportunities to recognise their names through the use of name cards and are beginning to make links between initial letters and sounds. Children's early writing skills are well promoted because they have good access to resources for mark making including pencils, clip boards, envelopes and diaries. They are beginning to understand that text carries meaning because good use is made of labelling in the environment, for example, on displays of their work.

Children's mathematical development is generally progressing well and they are beginning to learn about mathematical concepts, for example, number, shape and volume. They benefit from some good opportunities to link concepts with practical routines and everyday activities. Staff frequently encourage children to name colours and shapes and to count. Children are able to access a range of games, puzzles and other resources such as calculators. Charts and friezes are also used to help children to recognise and become familiar with numbers. They have good opportunities to learn about concepts like volume because they are able to explore sand and

water activities daily. However, some adult-directed group activities are not appropriate because they do not always help to develop children's mathematical thinking or reinforce their learning.

Children are making good progress in creative development. They benefit from very good opportunities to express themselves creatively, for example, free painting, drawing, playdough and collage are available on a daily basis. There are very good displays around the pre-school that include examples of children's own work. A self display wall is available for the children to put their own work up on to the wall. This helps to promote their independence and self-esteem, as well as encouraging their creativity. Children are encouraged to explore their own creativity because they have good access to a range of materials and resources, for example, there is a trolley of assorted art and craft materials and a large box of cardboard boxes for junk modelling. Opportunities for children to express themselves imaginatively are good, for example, they have daily access to a very well equipped home corner and a variety of small world play.

Children are making sound progress in their knowledge and understanding of the world. They have some opportunities to learn about other cultures through festivals and celebrations. There are some toys, books and posters reflecting the wider community. However, opportunities to learn about disability are limited. Children benefit from daily access to a computer and this helps them to learn about technology. They are able to build and design through construction activities and are beginning to learn to use simple tools. Children benefit from some opportunities to learn about nature and the natural world. For example, they go on an autumn walk and collect items for an autumn interest table and make leaf pictures with leaves they have collected. Children are beginning to learn about others in the community through strong links with the church. For example, they recently collected and delivered harvest food for the elderly in the local area. In addition, there have been some visitors to the group, for example, a police officer, fire fighters and the lollipop lady.

Children's physical development is progressing well. This is because staff plan effectively for children's physical development. Plans show that a variety of indoor and outdoor physical play activities are provided daily. Opportunities to develop children's physical skills include the use of a climbing frame, slide, see-saw, rockers and balancing equipment. Activities also include movement, singing games, action songs and rhymes, a parachute game, use of bikes and vehicles and a variety of small equipment.

Helping children make a positive contribution

The provision is good.

Appropriate information is sought from parents relating to children's individual needs and recorded on the pre-school's admission forms. This ensures that staff are aware of children's cultural, religious and language needs, as well as of any allergies or medical conditions. Staff demonstrate a good understanding of children's needs and an effective keyworker system helps to promote this. Progress records are kept and shared with parents and individual play plans are drawn up for each child. As a result of these measures, staff know the children well. There are good systems in place to identify and support children with learning difficulties and/or disabilities, for example, there is a named Special Needs Co-ordinator (SENCO) who liaises effectively with the Area SENCO and is currently attending SENCO training. Plans include some activities that help children to find out about festivals and celebrations. Consequently, they are beginning to learn to respect the beliefs of others. The provision of a range of multi-cultural resources including books, play figures, posters and puzzles means that children are developing positive attitudes towards others in the community.

Children's spiritual, moral, social and cultural development is fostered. Children's behaviour is good overall because staff are consistently good role models for them. Staff treat each other and the children with respect and give them time and space to resolve minor conflicts for themselves. They give explanations if children's behaviour is unacceptable and this helps children to learn to understand right from wrong. Staff frequently use praise and positive language to promote good behaviour. As a result, children are forming caring relationships with staff and each other and are learning to play co-operatively, share and take turns. Children's social skills are developing well because staff are always polite and respectful when they speak to them. They encourage them to have good manners. For example, they praise children when they remember to say 'please' and 'thank' you.

Partnership with parents is good. Parents are well informed about the setting; for example, they have good access to policies and procedures and are given a welcome leaflet when their child starts attending. A notice board is also provided where information for parents is displayed and a regular newsletter informs parents about pre-school events and activities. Staff enjoy good relationships with parents and are welcoming towards them, for example, staff greet parents in a friendly way and are happy to talk to them at the beginning and end of sessions. Named photographs of all pre-school staff also help new parents to feel welcome and confident when approaching staff. Staff demonstrate a strong commitment to parental involvement, as detailed in the written policy and welcome leaflet. Feedback from parents is positive and parents comment on staff's approachability and how well their child has settled at the pre-school. There is an active parent rota and parents are also asked to share any hobbies or special interests with the children, if they would like to do so. Parents are given the opportunity to take part in the management of the group and regular meetings with parents are held, thus enabling them to share any queries or suggestions with staff. Short term plans are displayed and shared with parents and give details of what their children are learning, for example, the current theme. In addition, children's progress records are shared with parents. Consequently, parents are able to be involved in their child's learning. However, parents currently receive little specific information about the Foundation Stage.

Organisation

The organisation is satisfactory.

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

Children are cared for in a warm, welcoming environment where space is used appropriately and imaginatively. Activities are set out in clearly designated areas, for example, a book area, and many resources are accessible. Consequently, children are able to enjoy a balanced range of activities and have opportunities to make choices. Good ratios and effective staff deployment means that children are appropriately supported by staff who know them well.

All documentation, as required by the National Standards, is in place and is confidentially stored. This includes attendance, accident and medication records. Policies and procedures and a welcome leaflet for new parents provide information about the setting. However, some policies are not up-to-date although they have been reviewed very recently; for example, the child protection policy does not reflect recent changes relating to safeguarding children and the complaints policy does not take account of revisions made to the National Standards in 2005. In addition, a record of fire drills held is not readily available for inspection. Appropriate systems are in place for carrying out checks on staff. However, vetting procedures have not been completed on all members of the committee.

Leadership and management is good. This is because the nursery education programme ensures that children are making good progress towards the early learning goals. Staff have a good understanding of the Foundation Stage curriculum. Plans are organised across the six areas of learning to ensure that children are provided with a broad balanced curriculum. Systems are in place to evaluate and record children's progress and evaluations are used to plan the next steps in individual children's learning. The supervisor and deputy have overall responsibility for planning, monitoring and evaluating the ongoing effectiveness of nursery education. This is currently done through regularly reviewing practice, session structure, activities and children's progress at staff meetings.

Improvements since the last inspection

At the last inspection four recommendations were made to improve the standards of care provided.

Improvements have been put into place that have resulted in better promotion of safety. This is because risk assessments now include the outside play area. This helps to ensure that any risks are identified, thus improving children's safety when playing outside. Procedures for lost children now include outings and this helps to ensure children's safety when going out.

Partnership with parents has been improved because systems have been put into place to provide parents with information about their child's development. These include the use of foundation stage records for children receiving funded nursery education and Birth to three matters records for children under three years.

Documentation has been improved because the attendance record now includes children's hours of attendance, as required by the National Standards.

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 satisfactory. 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):

- promote children's health by taking appropriate steps to prevent the spread of infection, for example, by ensuring that hygienic arrangements are in place for children to wash their hands after using the toilet and before snack time
- improve children's safety by ensuring that all safety precautions are in place at all times. For example, ensure that the safety gate across the kitchen entrance is closed throughout the session and make the free standing heater in the middle room safe
- update the child protection procedures so that they are in line with those of the Local Safeguarding Children Board (LSCB). Ensure that staff's knowledge and understanding of safeguarding issues is up-to-date, for example, by attending training
- update the written complaints procedure in the setting's organisational plan so that it takes account of revisions made to certain criteria of the National Standards made in October 2005
- ensure that the registered person, in this case, all members of the committee, submits to a vetting procedure to determine their suitability to be involved in providing care for children
- make sure that a record of fire drills is available for inspection.

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 review planning and evaluation systems to ensure that adult-led planned activities have clear learning intentions, are relevant and meet the needs of all the children
- provide parents with clear information about the Foundation Stage.

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