

# Come and Play Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY242907
<b>Inspection date</b>	12 November 2007
<b>Inspector</b>	Susan Mary Deadman
<b>Setting Address</b>	Methodist Church Hall, Penn Road, Hazelmere, High Wycombe, Buckinghamshire, HP15 7LS
<b>Telephone number</b>	01494 814 606
<b>E-mail</b>	
<b>Registered person</b>	Come and Play Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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?

Come and Play Pre-School opened over 30 years ago. It operates from the Methodist Church Hall in Hazlemere, on the outskirts of High Wycombe. The pre-school serves children living in the local area.

The Pre-School is registered for a maximum of 24 children and there are currently 58 children from two and a half to five years on roll. This includes 36 children who are in receipt of funding for nursery education. Children attend a variety of sessions throughout the week. The setting supports children who have learning difficulties and/or disabilities.

The setting opens five days a week during school term times. Sessions are from 09:15 to 11:45. Afternoon sessions take place on Tuesday, Thursday and Friday from 12:15 to 14:45.

There are seven staff working with the children, four of whom are qualified to a level three and one to a level two. There is one staff member working towards a recognised early years qualification at level three. The setting receives support from the local authority and is part of the Buckinghamshire Quality Assurance scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children derive a huge benefit from the frequent use of a safe outside play area. They play outside most days and greatly enjoy the very good range of activities on offer. Effective procedures ensure children dress appropriately for various weather conditions. For example, coat and hats for winter and sun screen for warmer days.

Children gain a clear understanding of the importance of healthy eating as staff provide them with a good amount of fresh fruit and a choice of milk and water during snack times. Topics related to healthy eating promote children's awareness of nutritious options.

There are generally good procedures in place to provide children with a hygienic environment. Kitchen and toilet areas are clean and children wash their hands prior to eating. Staff wash the tables before snacks and children use a spoon to select their raisins from the bowl. However, children place the items directly onto the table, which does not reinforce the generally high standards.

Staff support children's welfare after minor accidents. They record, in full detail, the information and share this with parents. Staff hold an appropriate first aid qualification and have easy access to a first aid kit. Medication records contain the required detail. Staff promote children's welfare as they gain a good amount of information relating to their medical needs.

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

The provision is good.

Children move around freely within the safe and secure environment. Very good use is made of all areas, which are bright and inviting. Children play in or outdoors as they choose and select from a wide range of safe play items. There is a good range of suitable equipment to meet children's needs. For example, a stair gate prevents access to the first floor and kitchen and physical play apparatus provide challenge.

Children benefit from the good range of stringent safety measures and procedures. For example, they regularly practise the emergency evacuation procedure. Staff record full details such as number of children and any significant issues, which ensures effective precautions are in place and children are familiar with the process. Staff remind children how to keep themselves safe, for example, to watch their fingers as they cut with scissors. Staff are exceedingly vigilant and monitor the children to a high level. There are effective systems in place to record all visitors to the premises and clear guidelines for parent helpers.

Staff update their knowledge in relation to child protection issues through additional training. They are aware of possible indicators of abuse and have a secure knowledge of the system for referral. Their clear understanding safeguards children's welfare. Parents are aware that staff record existing injuries or relevant events. The effective communication promotes children's well-being.

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

The provision is good.

Children arrive happy and settle immediately in the well organised environment. They play enthusiastically with a good range of toys and equipment, which fully promotes their development. Children gain a very good understanding of new concepts. Through practical activities, such as cooking and gardening, they learn about changes. Children are interested in new experiences. They very much enjoy walking around the room with magnets and show delight when the magnet attaches itself to another object.

Children participate in a wide range of activities. They enjoy painting at the easel, use dough in the home corner and complete various puzzles. They use their imaginations as they dress up as fire officers or play with the hospital and small world figures. Children listen well to instruction, play cooperatively together and are very interested in new adults into the setting.

### **Nursery Education**

The quality of teaching and learning is good. Staff promote children's learning and development as they use the Curriculum guidance for the Foundation Stage effectively to plan a wide range of activities. Staff have a clear understanding of the early learning goals and the developmental aim of each activity. Effective observation and evaluation promote children's achievements. Staff collate their observations into individual children's progress records. Planning and evaluation of activities shows some differentiation.

Staff organise all play areas well, which enhances children's learning opportunities. For example, they place books about large trucks and other vehicles next to the road map and cars in the garden. Also in the garden, staff place large road signs, which enable children to extend their imaginations during role-play, as they drive around in large cars and tractors.

Children are confident to speak during group situations and staff make excellent use of the Structured Activities for Language and Literacy in Early Years (SALLEY project) to support this. Children identify and differentiate between several sounds and letters. They enjoy rhyming stories and make the initial sounds of new words.

There is a good range of activities in place to enhance children's understanding of mathematical concepts. For example, they increase their knowledge relating to shapes as they make triangular instruments and look around the room to identify the same shaped objects.

Staff provide children with several opportunities for them to count, compare and estimate. Children talk about the number of cups they require at snack time and discuss weights and measures during cooking activities.

Children are gaining a good understanding of the world in which they live. They learn about changes as they grow carrots, crocus and snowdrops. They learn about others in the community through planned topics such as the Diwali, Christmas and Chinese New Year. They have access to some resources, which show positive images of differences, for example, in books and play people. Children use the computer on a regular basis and are proficient in their mouse control.

Children enthusiastically participate in musical movement activities. They skilfully move around the room whilst reflecting the instructions of the song 'if you're happy and you know it.' They enjoy reaching up high and squatting down low as they follow the instructions with precision.

Staff enhance the learning outcomes for children as they ensure that each child participates fully in the activity. For example, during cake making, each child had their own small bowl and independently stirs their mixture. They transfer the mixture into baking cases with their name on so each child has their own cake.

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

The provision is good.

Children enter happily into the playgroup and settle well into the routine. Staff provide a happy and relaxed atmosphere as they greet children warmly on arrival and are attentive to their needs. There is excellent interaction between staff and children. Staff promote positive behaviour through explanation, diversion and praise and are good role models.

Children play cooperatively together helping to develop social skills. They learn about the need to share and take turns. Staff deal with minor disputes in a sensitive way, which supports children's understanding of right and wrong. Staff nurture children's emotional well-being by speaking kindly to the children. They enhance children's confidence and self-esteem as they give lots of praise and encouragement. Children's spiritual, moral, social and cultural development is fostered.

Children are beginning to learn about the world around them through a variety of topics and festivals, including Diwali. They have access to some play items, which support their understanding of differences and a few items reflect images of disability.

Partnership with parents is very good. Staff gain a good amount of details relating to the individual care of children. They maintain clear records, which detail various contact numbers, dietary requirement and permission forms. Parents are extremely confident about the service the group provides. They enthuse about the high level of care and are confident that children make good progress because of the commitment of staff. Particularly evident within the partnership, is the ability of staff to support parents and children during settling in process or other times of difficulty. Staff meet the needs of children who require additional support. The key worker system is highly effective and enables staff to meet children's individual needs.

There is a comprehensive complaints procedure, which provides parents with a good amount of information relating to how staff will deal with any issues of concern.

### **Organisation**

The organisation is good.

Staff are extremely well organised and provide a stimulating environment for the children. The play areas are attractively presented and staff prepare activities in advance of children's arrival. Children are very familiar with the routine and pictures at their eye level provide them with a guide of the daily practice. Good quality policies and procedures promote the care of children. Effective sharing of information allows parents to be familiar with the routines of the setting and know how staff care for their children.

The leadership and management of the pre-school is good. There are rigorous systems in place to ensure new staff are suitable for the position. Management undertake the appropriate references on all staff. Staff appraisals identify their responsibilities within the setting and future training and development needs. Staff have a strong professionalism and undertake

additional training to benefit the children. For example, they attend child protection, special educational needs and health and safety training.

An extremely comprehensive self-assessment and evaluation identifies how the setting meets the requirements of registration and the needs of the children. The play leader is forward thinking and committed to the continued involvement of the setting. The setting meets the needs of the range of children for whom it provides.

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

At the previous inspection the setting were required to ensure fresh drinking water was freely available to the children and promote independence at snack time. Children choose when they wish to have additional drinks and access water in small jugs on a low table in the play area. Good organisation ensures that children remain hydrated throughout the session. Staff encourage children's independence as they allow them to serve themselves at snack time and pour their own drinks. Children also take turns to prepare the fresh fruit for the rest of their friends.

### **Complaints since the last inspection**

Since the previous 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.

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):

- review hygiene procedures at snack time
- increase children's awareness of differences in culture and ability.

#### **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 planning of activities to identify differentiation.

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)