

Playdays Pre-school

Inspection report for early years provision

Unique reference number	507693
Inspection date	17/10/2008
Inspector	Tracey Marie Boland
Setting address	Remembrance Road, Coventry, West Midlands, CV3 3DG
Telephone number	02476 307970
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Playdays Pre-School opened in 1984. It operates from one room within the Willenhall Free Church with a kitchen and toilet facilities off the main entrance area. The pre-school serves the local area. There is a fully enclosed play area available for outdoor play.

A maximum of 24 children may attend the setting at any one time. There are currently 22 children attending who are within the Early Years Foundation Stage (EYFS). Of these, nine children receive funding for early education. This setting is also registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

The setting is able to support children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45. Children are able to attend for a variety of sessions.

The setting employs four members of staff. Of these, three hold appropriate early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children enter the setting happily and thoroughly enjoy their time at the group. Their welfare needs are met as staff have formed good relationships with the children and have a clear understanding of their needs. Children are actively involved in activities and learning opportunities that enable them to progress in their overall development. The management team have effectively identified areas of strength and potential areas for improvement and processes are in place to develop these.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the two-way flow of information with parents and between providers
- develop the use of systematic observations and assessments of each child's achievements, interests and learning styles and use the information gained to identify learning priorities and plan relevant and motivating learning experiences for each child.

The leadership and management of the early years provision

Staff qualifications and ratios meet the welfare requirements which ensures children are well supported. Effective systems are in place for the recruitment and

induction of staff, checks are completed and suitable procedures in place to ensure children are not left unattended with unvetted adults. Staff meet regularly to identify professional development and training needs and good relationships have been forged with other professionals that support the inclusion of all children.

Well written policies are available to parents and effective systems are in place to monitor and review documentation. The management team demonstrate a clear commitment to continuous improvement. Risk assessments have been completed and are reviewed annually or as needed. The setting has suitable systems in place that reflect areas of strength and identify areas for development. This is part of their ongoing programme of development for both the premises and children's overall care and learning. Children's welfare is safeguarded as staff have a good understanding of child protection issues and implement policies and practice appropriately.

Children are cared for by key workers which effectively ensures continuity of care and provides a sense of security. Some information regarding children's development is obtained from parents and recorded. However, the information gained does not sufficiently inform staff of children's starting points in their learning. As a result, the observations and assessments that are completed by staff do not necessarily address each child's achievements, interests and learning styles.

The quality and standards of the early years provision

Children make satisfactory progress towards the early learning goals. Staff plan a variety of experiences and play opportunities to meet their individual needs and are currently developing systems to include children's ideas and interests. Although staff observe and assess children they do not sufficiently use the information gained to plan effectively for future progress. Planning identifies aims and staff evaluate activities to ensure their learning objectives have been met.

Children enjoy a variety of tactile experiences such as, 'hair gel', corn flour gloop, sand and clay. They are encouraged to experiment with paints and collage materials and their creations are displayed which adds to the bright, vibrant look of the room and corridor. Children are happy, confident and relaxed and are learning to share and take turns. They enjoy known stories and rhymes and join in with familiar phrases. Manipulative skills are encouraged through the use of small equipment, tools and materials including clay, scissors, cutters and rolling pins. Early writing skills are being introduced through the use of pencils, crayons and felt tips and children enjoy mark making on a variety of paper and other resources both indoors and outdoors. Physical activities are provided on a daily basis through climbing equipment, the use of bikes and wheeled toys and music and movement sessions. Children instigate song time during the sessions and thoroughly enjoy action rhymes, such as five current buns and five little monkeys sitting in a tree.

Premises are secure and a door bell system is in place. Therefore, access can only be gained to the setting via a member of staff. The room is brightly decorated and welcoming to children and their families. Staff create a safe environment for children who are learning how to keep themselves safe through staffs consistent

reinforcement and guidance. Children's understanding of healthy food is promoted through the self-service snack bar which offers a variety of fresh fruit each day. Children's welfare is protected because staff have a clear understanding of their responsibilities with regard to safeguarding procedures.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.