

Farleigh Playschool

Inspection report for early years provision

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| Unique reference number | 122429 |
| Inspection date | 08/12/2008 |
| Inspector | David Watson |

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| Setting address | Warlingham Village Primary School, Farleigh Road, Warlingham, Surrey, CR6 9EJ |
| Telephone number | 01883 620944 |
| Email | |
| 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).

Description of the setting

Farleigh Playschool has been registered since 1991. It operates from a purpose-designed area within Warlingham Village Primary School and serves the local community. Children have access to a group room with adjoining toilet and hand washing facilities. Children also benefit from having supervised access to a dedicated outside play area and many also use the school hall, playground and playing fields. There are currently 37 children on roll from two to four years. This includes 22 funded three and four-year-olds. The group is open Monday to Friday, during term time, from 08.45 to 11.45. An afternoon session operates from 12.45 to 15.45. Children attend a variety of sessions. A team of seven staff work with the children. All staff hold recognised early years qualifications, including four with NVQ Level 3. Staff are experienced in supporting children with learning difficulties and/or disabilities and children who speak English as an additional language. The leadership and management is shared between two part-time members of staff. The playschool is registered on the Early Years Register.

Overall effectiveness of the early years provision

The overall effectiveness of the early years provision at Farleigh Playschool is good. Children are settled, happy and content. It provides a warm and welcoming environment where each child's learning needs are met. Children's welfare and security are given a high priority. Adults act as very good role models that help children's personal development. They also provide worthwhile experiences that capture children's interest and imagination. As a result children achieve well. The playgroup's good leadership and management has maintained the quality provision noted at the time of the last inspection. There is therefore, a good capacity for the provision to make continuous improvement.

What steps need to be taken to improve provision further?

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

- rationalise the systems used to record children's learning in order to track their progress more carefully
- develop the planning documents so that they fully reflect the exciting range of learning opportunities provided both in and outdoors

The leadership and management of the early years provision

The playgroup is well led by the two managers and a united team effort from all staff. All of the policies and procedures necessary for the playgroup to run smoothly are in place. They are systematically being updated to ensure that they reflect the requirements of the new Early Years Foundation Stage(EYFS) framework. Although at the time of the inspection there was no self-evaluation documentation in place, the managers and staff regularly reflect on the quality of

the provision and clearly identify what needs to be developed. There is a strong commitment to moving the playgroup forward and supporting the children.

Within this small and tight knit community there are good relationships with parents. Parental views are regularly sought and are valued. For example, there are already frequent opportunities for staff and parents to meet to discuss a child's progress and development. However, in response to a request from parents, the playgroup's leaders are considering providing additional time.

Established routines are followed throughout the day which ensures a smooth changeover from one activity to another. At the same time this gives children a feeling of security in knowing what will happen next. Key workers note children's progress and plan activities to help them move forward in their learning. This information is shared well with all other adults so that the staff provide good individual care for each child. However, information is recorded on numerous forms which make it difficult to swiftly identify on paper each child's stage of development or the next steps in their learning.

Flexible settling in procedures mean that the children gain confidence and a feeling of security. There is, therefore, a smooth transition from home to playgroup. This is replicated in the arrangements used to move children into the Reception class of the main school. In preparation for this move, for example, children attended the dress rehearsal of the school's nativity play and were excited to see friends from the previous year on stage.

Inclusive practice is promoted well within the setting which ensures that children have their welfare needs met and that they achieve well. For example, good use is made of links with agencies, such as speech and language therapists, and the local authority, in order to support individual children's needs.

Child protection procedures are in place and are understood and followed by staff. Risk assessments are frequently carried out for both in and around the playgroup, and good procedures for monitoring the health and safety of the children are in place. Current safeguarding practices are fully implemented.

The quality and standards of the early years provision

Good use is made of the limited indoor space. It, like the outdoor space, provides a stimulating learning environment. Resources, that fully cover all areas of learning, are presented well. Low level storage units allow children to confidently select their own play materials and to take responsibility for helping to replace them once they have finished. This prepares them well for the next stage in their education. Children are developing a strong sense of independence as adults actively encourage them to learn and discover through play.

Staff have a good knowledge of the EYFS curriculum. They ensure that activities are routed in children's interests and experiences (known as holistic learning), while also covering each of the six areas of learning. For example, a child's account

of the danger's of crossing a road was used very well in the outside area when traffic lights were introduced to control the speed of the children on wheeled toys. This good and flexible approach is, however, not yet fully reflected in the playgroup's formal planning. At times this limits opportunities to extend children's learning further.

Because of good adult child ratios children benefit greatly from either one to one supervision or very small group work. Adults are sensitive and fully aware of when children need extra help, comfort and support. This contributes to children's good learning and welfare, including those with learning difficulties, who also achieve well and receive effective support.

Adults are particularly good at encouraging children to speak and develop their language with probing questions, such as 'What else did you decorate your Christmas tree with?' Children are confident in explaining their thinking; one responded that they had 'put up shiny baubles', and this gives them confidence to talk to others and share ideas. Children are also developing their understanding of numbers and counting well as adults use all the opportunities they have to reinforce numbers to five. Children have frequent access to resources such as climbing equipment that effectively promotes their co-ordination skills and their physical health; they had great fun rushing around the outside area in the toy cars.

Children are encouraged to be healthy and are offered fruit and snacks at break times and water is freely available. Adults help children to stay safe. Children learn about stranger danger from a visiting police officer and the importance of holding an adults hand when crossing the road.

A real strength of the playschool is how the staff treat all children with the greatest kindness and respect. They are polite and pleasantly spoken and are very good role models. Children behave very well. Most are willing to take turns, for example, when using the computer mouse to direct a programme. Children are praised for their efforts and achievements and lots of meaningful positive language is used.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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 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.