

Playdays Pre-School

Inspection report for early years provision

Unique reference number 117216
Inspection date 24/03/2010
Inspector Sara Jane Frost

Setting address 6 Memory Lane, Plymstock, Plymouth, PL9 9GH

Telephone number 01752 403 312

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 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.

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Description of the setting

Playdays Pre-School has been running in Plymstock Community Centre since 1975. There is a slope access to the premises making it suitable for wheelchair users. Within the centre the pre-school has use of the main hall and kitchen area, as well as a patio area to the rear of the building. There are shops and a library close by. Plymouth city centre is a short distance away.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children at any one time. There are currently 28 children in the early years age range on roll. Sessions are from 9.15am until 12.00 noon on Monday, Tuesday, Thursday and Friday, with an optional lunch session on Tuesday and Friday from 12.00 noon until 1.00pm. The pre-school is open all day on a Wednesday from 9.15am until 3.00pm. The setting supports children with special educational needs and/or disabilities.

The committee that runs the community centre is also responsible for the pre-school and employing the staff. There are currently seven part time members of staff employed. Of these three staff hold NVQ3 equivalent and four staff members hold an NVQ 2. The group is also supported by regular parent volunteers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and stimulating environment where they are happy, settled and eager to join in activities. Children are making good progress in their learning and have fun as they purposefully play. This is an inclusive pre-school, where each child is recognised as unique and staff ensure that their individual needs are met very well. The setting has developed good relationships between staff and parents and the welfare of the children is promoted to a good standard. Staff have worked hard to complete all previous recommendations and continue to evaluate, demonstrating a clear ability to develop and improve their provision.

What steps need to be taken to improve provision further?

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

- ensure suitable questions are asked to maintain robust checks and provide consistency throughout the provision to ensure all staff receive regular appraisals
- establish links with other settings who deliver the Early Years Foundation Stage to help promote continuity in children's care and learning
- ensure staff fully follow correct procedures when identifying significant events

The effectiveness of leadership and management of the early years provision

Child and staff records and the setting's documents are well organised, reviewed and available for use and inspection. Policies and procedures are regularly reviewed and are shared with parents. Staff ensure children are safeguarded, as they follow clear procedures to ensure they remain safe, both within the setting and when outdoors, however a significant event was not completely followed through. Over half the staff are trained in first aid and food hygiene and the manager is presently the named safeguarding person. Regular appraisals are in place for most staff and evidence of vetting is available for all staff, but there is no evidence that they are made aware of their responsibility to declare any subsequent matters which could adversely affect their continuing suitability.

The pre school operates from a community centre and although the general public have access to other parts of the building when sessions are operating, the pre school has sole use of main room. To ensure children's safety is maintained staff have developed vigilant systems. For example, as the toilet facilities are located outside of the main room all children are escorted. Whilst the session is in operation a large stair gate is used and the main play room door is kept locked. Additional safety precautions are in the process of being installed. Daily risk assessments are completed and any issues are noted. Any outings although not routinely undertaken, have detailed risk assessments completed, including organising parent helpers for additional support to provide a high adult to child ratio. Visits arranged on foot such as trips to the local library, help children to learn about road safety. Children play in a well laid out room, which looks inviting and enables them to move around easily.

Staff work extremely well together as a team, and as a result the sessions run very smoothly, which helps children feel at ease. Their individuality is respected as staff get to know the children and their families very well. The setting's Special Educational Needs Coordinator is passionate about her role and offers clear guidance and assistance to staff and parents to ensure the correct level of support is provided.

The setting is in the process of applying for the Bristol Standards accreditation, as a result the staff have begun to effectively evaluate the provision. Recommendations made at the last inspection have, overall, been addressed; table surfaces are suitably cleaned before and after meals, therefore reducing the risk of cross contamination. Accidents are clearly recorded and shared with parents ensuring they are kept fully informed. All children regularly take part in fire evacuation processes enabling them to be familiar with emergency processes and keeping safe. Children have access to range of writing materials providing them with opportunities to spontaneously scribe. Parents are invited to discuss with staff children's starting points, links are further developed to provide regular opportunities for parents and key workers to share children's ongoing progress and achievements.

Snack time has been developed to promote children's independence. Staff are currently reviewing and re-evaluating their snack -time practice.

The setting welcomes support and advice from other agencies and is proactive in keeping up-to-date with early years issues. Partnerships with parents and carers are good, although, links with other settings which deliver the Early Years Foundation Stage have yet to be fully established. There are effective systems in place to exchange information and extend children's learning at home. For instance, daily informal discussions take place, regular newsletters and planned themes are shared with parents. Children's development records are freely available to parents and regular parent liaison meetings with key workers enable parents to share their child's development in detail.

The quality and standards of the early years provision and outcomes for children

The children make good progress in their learning and development. Good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and their next steps for progression. The current system provides photographic evidence of children's achievements and links their development to the early learning goals. Relevant information is obtained from parents before their children begin. This helps the staff to be able to plan for their individual interests. As a result, children settle well and are suitably challenged to extend their learning.

Healthy and nutritious snacks are provided in sufficient quantities for their growing needs. Packed lunches are stored appropriately and are eaten socially with staff and other children. They regularly help themselves to fresh drinking water throughout the session. Children are beginning to understand the importance of maintaining their own safety, as they follow sound advice from staff on how to move carefully on the climbing frame and practise regular fire drills. The children know they must wash their hands before eating and after using the toilet, the habit is well-formed so that most children perform these actions automatically. Children receive fresh air and exercise outdoors as they regularly play out, with suitable alternative arrangements if the weather is inclement, such as the use of the large climbing frame and slide indoors.

Children learn self-care skills, such as putting on their dressing-up clothes and their own coats as they access the outdoor play opportunities. They like to help with sweeping up the spilt sand and eagerly become involved with tidying away the toys. As a result, they learn to take responsibility and co-operation. The children enjoy warm relationships with staff; they are happy, well-behaved, interested and occupied. They know what is expected of them through the staff's consistent approach, clear explanations and familiar routines. Children receive regular praise, both verbally and through use of stickers for achievements which boosts their confidence and self-esteem.

The children communicate well, as they discuss and decide what day of the week it is, what the weather is like and share experiences from home. They are encouraged to anticipate what might happen next during the story session and are supported well by staff who extend their conversations. Children have good

opportunities to experiment with mark making tools during their play. They have access to a variety of resources to develop their understanding of shape, size and number; this is further incorporated by staff during everyday routines, such as at snack and circle time. Singing sessions are very popular with all the children, as they eagerly practise their Easter action songs. Children enjoy opportunities to explore their own culture and beliefs and those of others. They greet each other in French, Spanish and English and some remember to wish each other 'bon appétit'. The children learn well about the world around them and regular visitors, for example, fire-fighter, nurse and diver are invited into the setting to assist with this.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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