

Learn Through Play Preschool

Inspection report for early years provision

Unique reference number EY300872
Inspection date 25/11/2009
Inspector Sheila Browning

Setting address Centenary Hall, Wheelers Lane, Smallfield, Horley, Surrey,
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Type of setting Childcare on non-domestic premises

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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

Learn Through Play Preschool setting was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2005. It operates from the Centenary Hall, in Smallfield, Surrey and there are close links with the local village school. There is disability access. Children are cared for in the large group room and they share the communal toilets within the setting. There is a fully enclosed outside play area. The preschool is open, during term time only, on Tuesday, Wednesday, Thursday and Friday. On Tuesday and Thursday, sessions operate from 8:55am to 11:55am. Children may also stay for a lunch session until 12:25pm. On Wednesday and Friday the sessions operate from 8:55am to 2:55pm. The setting is registered for 26 children aged three to eight years. There are currently 35 children on roll. This includes 16 children who receive funding for nursery education. At the time of the inspection 15 children were attending. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. A team of six staff work with the children, of these, two staff hold a recognised early year's qualification and one staff member is working towards a qualification. All staff currently hold certificates in first aid training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision is good. Good relationships lie at the heart of the playgroup's work and staff are good at promoting the children's welfare so that all enjoy their time at the setting and most of their needs are met well. This combined with the good links with parents, carers, the local community and external agencies contribute significantly to children's good development and progress. Leadership is well focused on continued improvement and shows a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- improve the freeflow access for children using the outdoor environment
- develop the recording and monitoring procedures used to show children's progress and work closely with the school to ensure this

The effectiveness of leadership and management of the early years provision

Robust systems, policies and procedures are in place for safeguarding, risk assessment and child protection. These are strengthened by the good liaison and partnerships with the appropriate child agencies. Children are well supervised when using the secure outside area or when being escorted to the toilets. Children

attending the afternoon session are collected from the local school at lunchtime and drop off and collection procedures for parents are rigorous. The setting has clearly defined procedures for emergency evacuation of the building and records are kept of all fire drills practised. This is an improvement since the last inspection. Access to the secure outside provision, despite being well supervised is restricted because children cannot access it independently. Children are happy, settled and well protected.

Engagement with parents, carers and others involved with the children are good and beneficial in helping to meet children's needs. Parents are kept well informed by way of a notice board and monthly newsletters and their views and suggestions are sought through surveys. Many took part in the recent visit to Godstone Farm, various social events and open days. Parents are encouraged to meet with their child's key worker to have regular updates on their progress and development. Notebooks, photographs and children's work give parents a good picture of their child's learning and development. Parents' comments to the inspector were all positive and ranged from, 'relationships are so good', 'staff are very approachable' and 'my child has lots of fun activities to do here'. Relationships with the local school are good with shared assemblies and storytelling. The setting has begun to share its planning and is developing its records on children's progress with the school to ease transition and share good practice.

The leadership drives improvement and the good self-evaluation systems ensure review in all aspects of the setting, its resources, facilities and staff deployment. Staff work well together as a team and show a good understanding of the Early Years Foundation Stage curriculum and the 'Birth to Three Matters Framework'. Regular staff training ranging from Roma travellers, Makaton to the use of Persona dolls all help staff improve their knowledge and skills and actively promote equality and diversity.

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

Children enjoy learning through play whether singing along to 'Jingle bells'; 'Pop goes the weasel' or shaking musical instruments and dancing. They self register first thing and choose from a range of well prepared activities that cover all aspects of the early year's curriculum. For example, they enjoy booking appointments and playing in the hairdressers, insisting that the manager has a new hairdo! They get messy making glitter cards and wrap Christmas presents they have made. One little girl was fascinated watching the glue drip through her fingers. Others busy themselves matching and counting numbers and shapes whilst some try writing their own names. Dressing up as fireman, princesses and elves they role play and develop their imaginative play. They play well together and share, staff encourage this at every opportunity. Children enjoy sharing the computer, large puzzles and small world toys, all of which they can easily access and put away at tidy up time. Four children were mesmerised listening to a musical box. Outside, children enjoy playing 'Mr Wolf' and know to be safe and not bump into each other. They develop safe habits and report any damaged toys or equipment to adults. One child discovers a small moth which promotes lots of talk

about whether it can fly and what sort of habitat it might live in and where it might be safe. Behaviour is excellent, especially at lunchtime which is a happy social time for all.

Photographic evidence shows a good awareness of their own community and different cultures and traditions. They celebrate Diwali, make and eat popcorn, learn about St Georges Day and Canada Day and experience food in their own Chinese restaurant. Visitors, such as the police help them to understand about keeping safe and a visit from the British Legion teaches them about Remembrance Day. They grow vegetables and make vegetable soup and choose from healthy snacks. They know the importance of washing their hands after going to the toilet or before having lunch. Children have good opportunities to develop their communication, language and mathematical skills which is an improvement since the last inspection. Children are encouraged to bring in and share their favourite books and to talk about them. Children are gaining a good range of skills for their future.

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