

Play Days Pre-School Nursery

Inspection report for early years provision

Unique reference number	200716
Inspection date	28/01/2010
Inspector	Myra Lewis
Setting address	The Old Library, Cubbington Road, Leamington Spa, Warks, CV32 7AB
Telephone number	07966181942
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Play Days Pre-School Nursery opened in 1965. It occupies the old Library in the Lillington area of Leamington Spa. The accommodation consists of a main hall, with adjacent storage, nearby toilets and restricted access to the kitchen. There is a secure outside garden area. Children attend from the local area.

The setting is registered on the Early Years Register. A maximum of 24 children aged from two to five years may attend at any one time. There are currently 22 children on roll. Children attend for a variety of sessions. The group supports children with special educational needs and/or disabilities and who speak English is an additional language. The pre-school is open from 9.15am to 11.45am each morning, during school term time only.

There are two staff who work directly with the children. Both of whom have a relevant Level 3 qualification and they receive support from a teacher mentor from the Early Years Development and Childcare Partnership. The pre-school is a member of the Pre-School Learning Alliance. A committee consisting of parents and staff manages the group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment where they learn through fun and interesting play activities that support their overall progress successfully. Children benefit from the committed staff team and respond very well to their positive interaction, therefore, children are confident and well behaved. Practice is inclusive with any specific requirements met sensitively. Activities are planned based on the individual needs and interests of the children. New assessment procedures have been introduced, although, information gained is not used effectively to inform future plans. Generally, all required policies and procedures for the day to day management are in place and stored securely. The staff are working closely with a teacher mentor from the local authority to develop their practice which demonstrates a clear capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure children's starting points in their learning are clearly identified in discussion with their parents, and that information gained through observation is used effectively to plan for the next steps in their learning
- develop links with other early years providers so that children's needs are met across the differing provisions they attend.

The effectiveness of leadership and management of the early years provision

Staff are aware of their safeguarding responsibilities in order to fully protect children and have attended relevant training. They know the procedures to follow should they have a concern about a child in their care. There are appropriate procedures in place to ensure all adults who have contact with the children are suitably vetted. Written risk assessments are carried out on the premises and staff have a good awareness of safety issues. Children are actively encouraged to develop an understanding of how to stay safe and learn about fire safety. Fire drills are carried out on a regular basis and details recorded appropriately. Children know the procedure for evacuation in an emergency, they understand the importance of holding onto the evacuation rope and to walk with the staff to the assembly point.

Children are happy and settled in this friendly, caring environment. Both staff work very well together and have a clear understanding of their individual roles and responsibilities. They have access to further training to develop their knowledge and skills to benefit the children in their care. Generally, all required documentation is made available to all parents, whilst policies and procedures are currently being updated. Staff talk openly about the setting's strengths and weaknesses and work closely with a local authority teacher mentor to highlight areas for improvement through effective action planning. The staff have successfully addressed the recommendations raised at the last inspection. Planning is flexible and linked to the Early Years Foundation Stage. However, information gained through the newly introduced observation and assessment procedures is not used to inform future planning which may impact on children's learning as they progress towards the early learning goals. Staff demonstrate a positive commitment to promoting inclusive practice. They strongly promote equality of opportunity and children are valued and their individuality respected.

Staff have excellent partnerships with parents. Communication is effective because staff make themselves available to talk with parents at the beginning and end of each session. Feedback from parents is very positive, commenting on the stimulating learning environment for their children and the rapport between their children and staff. Whilst there are half-termly newsletters providing additional information about forthcoming themes and topics, parents role in their children's learning is more limited and children's starting points are not clearly identified. Staff are aware of the importance of making links with other early years providers so that children's needs are met across the differing provisions but this is yet to be developed.

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

The staff have a very good understanding of creating a safe and welcoming environment in which risks are minimised and children learn the importance of keeping safe. Children understand the nursery routines and expectations of

behaviour. They are developing their confidence and persevere well with tasks. They move freely and easily around the hall, their play is purposeful and children's behaviour is good. Children are positively encouraged to show consideration for each other, and are learning to negotiate to resolve their differences, with good support from staff. Encouragement to share, take turns and learning to play together is helping children to develop skills for the future.

Equality and diversity is promoted well with the children's specific needs recognised and met sensitively. Children are treated with equal concern and develop close and trusting relationships with staff. They learn about their own and other cultures through open discussion and the celebration of other cultures and lifestyles. Children have regular opportunities to play outside or participate in physical games within the hall. For example, children enjoy games of hide and seek to find 'Mickey monkey'. Children's language is developing well, staff ask constructive questions to stimulate their thinking. Staff listen carefully to them, valuing what they have to say and respond effectively to their questions. This builds children's confidence and most children are vocal and confident communicators. Children use number positively to count in activities and as part of the daily routines. They understand a good range of mathematical language relating to size and shapes in play situations.

Staff promote good hygiene practices and ensure children's independence and self-help skills are actively encouraged. Children have easy access to drinks at regular times throughout the session and fresh drinking water is freely available to ensure that they remain hydrated. Children's play is flexible and stimulates their interests to support their ongoing development well. Children freely choose what they want to do and spend their time purposefully engaged in their play. Activities are made fun and interesting for children. Their imagination is actively developing through spontaneous suggestions from skilful staff. For example, staff have bought a good range of toys and resources to meet the children's keen interest in the fire services. Children learn to operate and use the battery operated fire extinguishers as they 'drive' the fire engine to put out the 'fire'. They use a range of tools with increasing control. Children greatly benefit from the staff's positive approach to the use of songs, rhymes and imaginative characters, such as, 'Billy Barrel' and an ample sense of humour. Therefore, children show a keen interest in all aspects of their learning.

Partnership with parents is successful and valued by the staff team. Communication is effective because staff and parents talk openly and shared information on a daily basis.

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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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 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