

Playdays

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Playdays is a privately owned provision which was registered in 2006. It operates from the community centre in Caister-on-Sea, Norfolk and has the use of a large playroom and associated facilities. Children have access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register and a maximum of 17 children in the early years age group may attend the pre-school at any one time, none of whom may be under two years. There are currently 23 children aged from two to five years on roll. The setting is open each weekday during term time only from 9.00am to 11.30am and afternoon sessions operate from 12.30pm to 3.00pm. The setting is in receipt of funding for nursery education.

There are three members of staff all of whom hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle with ease in the welcoming and inclusive environment of the pre-school. They benefit from having their individual needs met effectively by staff who take time to form positive relationships with all children and their families. Children make positive progress in their learning and development as they engage in a wide range of play opportunities, some of which are planned in the outdoor environment. Recommendations made at the previous inspection have been addressed. Systems for monitoring and evaluating the provision, to identify priorities for development, are being established to continue to improve the quality of the provision.

What steps need to be taken to improve provision further?

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

- increase opportunities in everyday situations for more able children to write their own names, and provide further opportunities for children to experiment with writing for different purposes in their role-play activities.
- develop further the use of self-evaluation taking into account the views of users to identify the setting's strengths and priorities for development to ensure children continue to receive high quality care and education.

The effectiveness of leadership and management of the early years provision

The staff demonstrate clear commitment to their role in safeguarding children and are effective in protecting children from abuse and neglect. Most staff have

completed training relating to the Local Safeguarding Children Board (LSCB) procedures and their practice is guided by the pre-school's written safeguarding policies. Well established recruitment procedures are implemented and therefore all staff and volunteers complete the required checks to ensure their suitability to be in contact with children. Children are cared for in a safe and secure environment. This is because the staff carry out thorough daily risk assessments of all of the areas that children access. In addition, risk assessments are completed and recorded before children are taken on outings in the local area, and staff are mindful to ensure children are well-supervised at all times.

The manager and staff work as a motivated and cohesive team, and together they have completed a wide range of training workshops to compliment their early years qualifications. They are keen to improve the provision for children, taking time to discuss their practice at the end of each session and during regular team meetings. Systems for monitoring and evaluating the provision are being established, and to assist in identifying priorities for development, the views of all users are being sought.

The environment is planned to offer a child-friendly environment. Furniture, toys and equipment are of good quality and well organised to enable children to play in comfort and safety and make real choices in their play, consequently developing their independence and decision making.

Flexible settling in procedures ensure that children are well supported as they make the transition from home to the nursery, and when they move on to start full-time school. Each child benefits from a key person who takes time to understand their individual needs and routines in good detail, although it is also clear that all staff gain an overview of each child's needs so they can all be responsive to their needs during the session. Informative displays, monthly newsletters and regular parent consultation meetings are successful in ensuring parents are kept informed about activities, events and their children's developmental needs and progress. The pre-school has formed links with the other EYFS settings that children attend. For example, monthly meetings take place with the main feeder school's nursery to aid children's progression and continuity of learning and care. Children's transition into full-time school is supported further by staff arranging visits to the school with the children so they become familiar with the school environment.

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

The combination of high adult to child ratios and an effective key person system ensures that children experience good continuity of care and are supported well during their time at the pre-school. Planning is clearly linked to staff's observations of their key children's interests and developmental needs. Staff produce detailed records of children's development, including several positive observations, clearly linked to the expectations of the EYFS, and assessments of what children have achieved with targets for future learning identified.

Children are making effective progress towards the early learning goals. Staff often

ask them carefully formed questions that encourage them to think and extend their ideas further. For example, as children count the number present at registration time the staff extend children's problem solving skills by showing cards with numbers printed on them, asking children what the number is and if the card number was more or less than the number present.

Children are developing good awareness of the names and sounds of letters, supported by the meaningful print used as labels in the environment, picture and sound cards used alongside staff and the daily routine of finding their name cards at the beginning of the session. Some children are able to recognise the sound at the beginning of their own names and some more able children recognise the sound at the beginning of their friends names too. A good selection of mark making resources are provided, although these are not always used systematically to support more able children in writing their own names, such as, on creative artwork, or extended to role play situations to give children spontaneous opportunities to practise their early writing skills. Children enjoy books, they follow their own interests by sifting through the books until they find the books they are looking for, then sit at the table or flop and relax in the cosy area to enjoy them. Staff also take children for regular visits to the local library.

Displays of children's art work and photographs throughout the setting give children a sense of belonging. As children sit together at the table to draw, they creatively bring meaning to their pictures by explaining that they are drawing their mum and a dog. They enjoy exploring their creativity as they colour the tiger masks and create their own paintings. Children have daily opportunities to take part in imaginative play including a home corner area, Chinese restaurant and hairdressers. Dressing up clothes are popular with children, some children being reluctant to remove them before they go home. Children use musical instruments freely during sessions and provide the background music for whole group song times.

Children are encouraged to be independent in their routines, they pour their own drinks at snack time, use knives to spread butter on their crackers and some children are able to do up their own zips and buttons on their coats. Children also achieve a sense of responsibility as they help staff at tidy up time. Children's physical development is supported well. They are able to access the outdoor area where they play with balls, practice their balancing skills on stepping stones, use ride on toys and the mini-trampoline. They also enjoy sand and water play, digging in the mould finding worms and other insects and growing their own flowers and vegetables.

Good emphasis is placed on encouraging children to learn about aspects of a healthy lifestyle. Children are offered healthy snack food such as fresh fruit and crackers and milk, water and juice to drink. Fresh drinking water is made accessible to children throughout the session. Children manage their personal hygiene routines very well as they access the facilities to wash their hands before snack time and after using the toilet. Children are also supported to develop a good understanding of how to keep themselves safe as they take part in regular fire drills at the setting.

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

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