

Playaways

Inspection report for early years provision

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EY232609

Inspection date

13/01/2010

Inspector

Vanessa Tomlinson

Setting address

Chilton School, Chilton Lane, Ramsgate, Kent, CT11 0LQ

Telephone number

07747 671416

Email

Type of setting

Childcare on non-domestic premises

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

T: 08456 404040
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

Playaways Pre-school is a privately owned setting. It opened in 2003 and operates from two rooms in a mobile building adjoining Chilton School, with which it has close links. It is situated in a residential area in the town of Ramsgate. It is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register.

A maximum of 28 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.00am to 3.00pm for term time only. A breakfast club operates from 7.30am to 9.00am and an after-school club from 3.00pm to 6.00pm. All children share access to a secure enclosed outdoor play area and the setting has access to a large playing field.

There are currently 28 children aged from two to under five years on roll. The setting provides early education for funded three and four-year-olds. Children come from a wide catchment area. The pre-school currently supports a number of children who have special educational needs and/or disabilities, and those who speak English as an additional language.

The pre-school employs 11 staff. There are 10 of the staff, including the registered person and the manager, who hold appropriate early years qualifications. One member is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and actively engaged, and feel safe with the staff and in the learning environment. There are good systems for safeguarding the children; the grounds are secure and procedures to ensure the staff are well trained and up-to-date with new initiatives and requirements are clear. Good links with parents and external agencies enhance the children's welfare. Observations and recording of the children's work take place, but they are not currently focused enough on identifying the next steps in the children's learning. The provision is fully inclusive and the leadership and management show a satisfactory capacity for making continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop assessment procedures, so that the next steps in each child's learning are clearly identified
- provide more opportunities for extending the children's speech and language skills
- ensure that self-evaluation is used rigorously and effectively to support

improvements and developments.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are addressed well in this pre-school and checks on staff and visitors are carried out as required. Staff are well trained and know and understand all policies and procedures, especially those that relate to safeguarding. The leadership and management are committed to improving and developing the provision for the children and have begun to use self-evaluation to support their aims. They are now beginning to use a more structured approach to self-evaluation, and this is starting to help improve the learning environment and extend learning for the children. There is clearly an ambition to improve any aspects that need developing.

Relationships with the parents are good, and comments such as 'very happy', 'she loves it' and 'would rather stay all day', are common. Communication with parents is good, with informal discussions regarding their child encouraged and a notice board displayed prominently that provides, for example, information regarding safeguarding, the complaints procedure and provision for medication. Links with external agencies are also good and appropriate to the needs of the children and the staff, providing good support and guidance.

Training opportunities are encouraged by the leadership, and this ensures that staff knowledge and understanding of new initiatives or requirements are regularly updated.

Planning and assessment procedures are in place, but assessment is not yet adequately focused to ensure children's achievements can be measured accurately and next steps in learning clearly identified. This means that occasionally the tasks provided lack some challenge. The pre-school's action plan correctly identifies this as an area for development. Planning ensures that all aspects of learning are suitably covered, and all the children are fully and equally involved. Resources are suitably deployed in supporting all areas of learning. Outdoor play is somewhat limited by the small area available, but the staff do their best to allow free-flow by making good use of what is available. Extension to outdoor play is helped through the planned use of the adjoining school playground and the secure woodland next to the school.

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

All staff are committed to providing children with an enjoyable experience and the leadership and management of the pre-school ensure all staff understand the children's needs. Each member of staff is a key worker for a group of children, and parents and children know who their key worker is. The children obviously enjoy their time there. They are actively engaged and are learning good social skills of sharing and playing together. However, opportunities are often missed for them to converse with each other and adults, and further develop their speech and

language skills. Each staff member plans for their group, and planning is clearly linked to the Early Years Foundation Stage Framework. A suitable range of resources is thoughtfully set out to engage children's interest and to cover different types of learning. Children move freely and independently within the setting, and the outdoor area is used whenever appropriate. They know where different types of resources and toys are to be found and confidently make choices. In this inclusive and supportive environment children are helped to make satisfactory gains in their learning.

Staff are very caring and provide good support for all children, and this helps to ensure that the children feel safe. Children are developing a sound understanding of the importance of the written word. They listen with enjoyment to stories and are beginning to link sounds to letters. They particularly enjoy stories that are familiar to them. They are beginning to recognise and know the names of numbers and use them in some of their games. Children show they are developing their skills by handling tools with increasing confidence and precision. They make pictures by cutting and gluing paper shapes. They are keen to take on responsibilities and show that they like to help in tidying away toys and storing them correctly on the shelves. In doing this the children make a useful contribution to their own community.

The emphasis on healthy lifestyles is clearly a priority, and the snacks provided are nutritious and healthy. The good promotion of the children's independence can be seen through the pouring of their own milk or water and choosing which fruit to eat. Staff have a very clear and consistent approach to managing children's behaviour and are good role models. Children behave well and show an awareness of, and respect for, the setting's rules and routines. This allows them to concentrate well on their tasks and activities, and ensures that they are suitably prepared for their move to school and for their future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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