

Polesden Lacey Playschool

Inspection report for early years provision

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| Unique reference number | 122572 |
| Inspection date | 18/01/2010 |
| Inspector | Gail Robertson |
| Setting address | Polesden Lacey Infant School, Oakdene Close, Bookham, Leatherhead, Surrey, KT23 4PT |
| Telephone number | 01372 456533 |
| Email | |
| 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

Polesden Lacey Play School operates from a classroom within Polesden Infant School and has access to an outdoor play area and toilet facilities. There is disabled access to the setting via the school hall. Children attend mainly from the local area. A maximum of 18 children may attend the play school at any one time. The play school is open Monday to Friday 9:00am to 12:00pm, Monday and Wednesday 1:00pm to 3:00pm for children who are two and a half and three years old and Tuesday and Thursday 12:15pm to 3:00pm for children who will be transferring to primary education the next academic year. It is open during term time only. Children attend a variety of sessions.

There are currently 46 children on roll all of whom are early years age range. Of these, 37 children receive funding for early education. The play school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The play school employs eight members of staff to work with children. Of these, seven hold appropriate early years qualifications. The setting receives support from the Early Learning Advisor (ELA). The setting has links with many other providers and in particular the host Infant school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a great time in this inclusive setting and make good progress due to the good support and encouragement given by all staff in meeting every child's needs. The shared leadership is forward thinking and has the backing of an active professional committee. There is good commitment to continual improvement and self evaluation. Links with the host infant school are exceptional, but the setting knows it must develop closer links with other providers. Parents, speak highly of this happy playschool.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute to their children's learning journals
- develop links with other providers such as childminders to contribute to children's learning journals
- involve the children in making daily safety checks of the setting so they become more aware of how to keep themselves safe
- continue to evaluate the planning process to ensure it is manageable.

The effectiveness of leadership and management of the early years provision

All the records, policies and procedures that are necessary for the safe and efficient management of the pre-school and to promote the Early Years Foundation Stage are shared with parents. Policies are constantly being updated and can be found on the playschool website. There are comprehensive child protection procedures, staff are well trained and confident in the steps they must take if they have any child protection concerns. Staff are suitably vetted and given plenty of opportunities to attend courses to further their knowledge and understanding of how young children learn and how to keep them safe from harm. However, the staff do not involve children in daily safety checks helping them to become more aware of how to keep themselves safe. The majority of the staff have relevant early years qualifications, and are actively encouraged by the leadership and committee to further their knowledge to keep up to date with new legislation, the latest educational and care ideas. The setting complies with the requirements of the Childcare Register.

The leaders and staff work really well together ensuring children develop and flourish. Leaders monitor the provision well and have made a flying start with the Ofsted self evaluation form. They accurately identify areas for future improvement. The committee receives regular reports from the leaders, they are fully informed of the form and the grades given. All the legally required paperwork is well organised for easy access and quick retrieval, much is now stored on computer. At staff meetings everyone is encouraged to contribute their thoughts, ideas and suggestions. Staff actively work towards providing a safe, friendly and stimulating environment where children take their first steps towards independence.

There is a wide selection of resources for the children to use, but insufficient storage space. The resources are well maintained and well organised to promote children's learning. Resources are stored where ever possible at the children's height to allow them to be independent and take responsibility for what they wish to play and work with. The needs and interests of the children are identified and met as far as possible. Staff go that extra mile with those children with special educational needs and/or disabilities and those for who are learning English is an additional language. Curriculum planning is prepared in great detail and has become complex and unnecessarily time consuming. The leaders are fully aware of the need to change this.

The preschool has very strong links with the parents. They all spoke well of the setting and the staff. One parent said 'This is a fantastic place; you are made to feel comfortable here'. Staff share children's learning journals with the parents and the leaders are exploring how they can encourage parents to also contribute to these development diaries. There is an effective partnership with the host infant school that the majority of children will attend ensuring children have an easy transition. The links with other providers such as childminders are not as strong.

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

Staff know each child and their family well through the effective key worker system in place. The setting is welcoming, attractive and cosy. Children have a great sense of belonging. Children and all staff share a warm and caring relationship. There is a lot of laughter in the setting.

At the start of their learning journeys, relevant information is obtained from parents and other sources to ensure children's particular needs are met. Children are provided with a good range of planned activities to help them learn and develop. During the inspection, the topic was puppets, which children thoroughly enjoyed. They quickly become absorbed in learning and progress rapidly. For example, when performing a puppet show they relate the story to an enthralled audience (that includes the staff) who sit captivated with the story and puppeteering. While children are working, staff engage the children in meaningful conversation to increase their vocabulary and ability to hold conversations with each other and the adults. There is a good balance between child initiated and adult led activities.

Children rise to the praise given them by the staff and they know what is expected of them at all times. At early morning time children are introduced to problem solving, name recognition and phonics and they practise counting and love singing. This results in children making good progress in their learning and encourages them to become active learners and helps them to gain appropriate skills for the future. Staff look for opportunities to challenge the more able children and accelerate their progress wherever possible.

Children are learning outstandingly about leading a healthy lifestyle. At snack time they know that they must pay attention to washing their hands and deciding on a healthy drink and snack of fruit and toast. After a strenuous time in the garden riding on the trikes and sweeping up the leaves they were seen to dunk their toast in their milk and make the most appreciative noises when eating. One said that the milk is good for his teeth and another said it is helping her to grow. Snack time is used not only as a time to learn about healthy eating and hygiene but also a time to learn to count and recognise words and sounds and to relax and enjoy each others company.

Children do not help to create a safe place as they are not part of the safety routine although they are careful when handling scissors and travelling fast on wheeled toys in the playgrounds. They are clear about how to take care of themselves and each other and have talks arranged for them from the police, fire and nursing professions. Children confidently run, jump and engage in a range of creative activities and use their imagination in activities such as the role play cafe.

Children enjoy learning here. They learn how to be creative and their curiosity is nurtured to help them explore the world around them.

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

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| 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

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| 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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| 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

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| 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