

Playstation Pre-School

Inspection report for early years provision

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Inspector Cheryl Thompson

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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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Playstation Pre-School opened in 2001 and operates from a newly refurbished classroom in Hadleigh Primary school in Hadleigh. The pre-school is registered on the Early Years Register and has facilities and access suitable for the disabled. A maximum of 26 children may attend the pre-school at any one time, with no more than eight of these aged under three. The pre-school is open each morning from 9.00am to 11.30am and in the afternoons from 1.00pm to 3.30pm during term time. A lunch club is provided which runs from 11.30am until 1.00pm. Children are collected from local nursery schools and attend the lunch club and/or afternoon session. All children share access to a secure enclosed outdoor play area. There are currently 70 children aged from two to under five years on roll. The pre-school currently supports a number of children with learning difficulties and/or disabilities and can support children for whom English is an additional language. It employs seven members of staff. Of these, five hold appropriate early years qualifications with one member with a Level four qualification and one member working towards her Level three. The pre-school is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the quality of provision at Playstation Pre-school was judged to be satisfactory and meets children's needs appropriately. The sound leadership and management ensure that the club promotes inclusive practices satisfactorily. The provision for children's learning and personal development is planned to meet their needs so that they achieve and enjoy their learning in a happy and secure environment. Children are safe because the staff adhere to the clear policies which help to ensure children's health and wellbeing. The satisfactory improvements made since the last inspection and the current practice demonstrate the pre-school's 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:

- monitor assessment and planning rigorously to make sure that practice is consistent
- be more precise in their self assessment
- identify exactly what individual children need to learn next
- ensure all children practise a fire drill as soon as possible after they start attending pre-school.

The effectiveness of leadership and management of the early years provision

The two pre-school leaders are suitably qualified. They lead a team of enthusiastic part time staff and all work together as a group to promote children's learning and wellbeing. Children's safety and welfare are clear priorities. Policies and practice for child protection, for dealing with accidents and illness and for checking the suitability of all adults who work with the children meet current requirements, although, several have not been reviewed and signed recently. The complaints procedure is appropriate and parents are encouraged to voice their opinions through informal discussions with staff. Regular checks of equipment, the building and outside areas ensure they are safe for children to use.

The pre-school's relationship with parents is good, there are many informal, yet effective, opportunities for them to discuss their children's accomplishments. Parents have many good things to say about the provision and value that they can approach their child's key person or key co-worker at any time. They know that every child matters, is valued and fully included.

These good links with parents and services, such as speech and language therapists, ensure that children who need extra help are provided with the support needed to ensure sound progress both in their learning and their personal development.

Leaders have a commitment to providing good quality resources and experiences for children to extend their learning outside. This commitment is evident in areas such as the good range of large toys for outside use. Children enjoy using the bicycles and other toys and cooperate with each other well. The outside areas are well organised and provide places for activities such as writing, digging and adventurous play.

Self evaluation is satisfactory and, although, it is developing, this process is not yet formalised or precise. Leaders have not yet monitored all staff's planning and record keeping which means that there is inconsistency in both these areas. In the best examples, assessments of what a child has achieved are clear so that planning for next steps in learning is reasonably precise. In other examples, assessment is not clear and planning imprecise, which impedes children's rate of progress and development.

The good working relationships between the nearby nursery and the adjoining school nursery, parents and the pre-school ensure children have a smooth and confident start to their nursery education. The good induction procedures help children leaving the pre-school to get to know their future teachers and practical details such as where they will put their coats and where they will play.

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

Children make satisfactory progress in their learning and in their personal development. They behave well and are caring and helpful towards each other. Staff are suitably qualified and experienced. They make reasonable use of questioning to promote children's curiosity, reinforce their learning or to lead them to the next step in their learning. Children develop an interest in singing and stories through listening and joining in with stories told enthusiastically by staff and singing well loved songs at the end of a session.

The good, trusting relationships between children and staff give children the confidence to have a go at doing things they are not sure of, for example, going up the slide. Children enjoy coming to pre-school and soon make friends. Those new to the pre-school and reluctant to settle are supported by staff so that they soon join in with the activities on offer.

A child's key person makes observations whilst children are undertaking identified tasks. Currently, whilst useful information is recorded, this is not always being used efficiently to plan the next steps in learning experiences for individuals so that they can then make progress at a good rate. There is a reasonable balance between adult led and child initiated activities both indoors and outside. Staff take every opportunity to develop children's understanding of a healthy and safe lifestyle, for example, washing hands before eating and choosing healthy food at snack time. Social skills are taught and reinforced at friendly lunch times when children eat and chat with each other and staff.

Children know the importance of moving safely around the pre-school room. The oldest children know what to do if there is a fire. Fire practices are held at the same time as the school and are approximately once per term. This timescale can mean that some children who are not attending on a day of a fire practice do not get to practise what to do in case of a fire.

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	3
The effectiveness of safeguarding	3
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	2
The extent to which children develop skills for the future	3

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