



The Pre-School Playhouse

Inspection report for early years provision

Unique Reference Number	139099
Inspection date	15 February 2006
Inspector	Bharti Vakil / Victoria Vasiliadis
Setting Address	P R School Playhouse, Stafford Road, Ruislip Gardens, Ruislip, Middlesex, HA4 6PD
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Registered person	Amanda Barnes
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Pre House Playschool opened in 1993 it is situated within the campus of Ruislip Gardens Infant School, in the London Borough of Hillingdon. The setting is used by families from the local community and beyond because of its convenience to the tube station, providing links to London and local areas. The nursery is a single storey building. Children are cared for in four age groups, within five main play rooms. There is a large, enclosed garden for outdoor play.

The setting operates for 51 weeks of the year. It is closed for one week over the Christmas period, New Year's Day and one day during the summer for the annual nursery outing. The hours of opening are from Monday to Friday 07:30 to 18:30. There are currently 50 children from 3 months to under 5 years on roll. Of these 12 children receive funding for nursery education. The setting supports children who have special educational needs and English as an additional language.

There are seventeen members of staff, twelve of whom hold a child care qualification. The nursery also employs a cook on a part-time basis. There are four staff members who are able to speak the additional languages of Sinhalese, German, and Punjabi.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a selection of activities, which contribute to their good health. Most days there are outdoor activities to help them develop control of their bodies such as balls, scooters, climbing frames and tricycles. These outdoor activities improve children's physical development.

The under 2's health within the setting is not supported appropriately by all staff. Some members of staff have a poor understanding of health and hygiene practices in particular when handling food, feeding babies, changing nappies and keeping children's cot beds clean. The setting has in place suitable written procedures but these are not always implemented by staff, this results in children being in an environment which increases their risk of infection.

Children benefit from a healthy diet and are offered regular drinks throughout the day. Children enjoy varied and nutritious meals and snacks such as chicken casserole, cottage pie and a selection of vegetables and fruit. These take into account special dietary requirements to ensure children remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well organised environment that is comfortably furnished and equipped enabling children to make good use of space that is child focused. The arrangement of the resources and equipment means that children can move around safely and freely.

Children are well protected from possible abuse or neglect. Staff are aware of the settings child protection policy and have a clear understanding of the reporting procedures if abuse is suspected. The setting has in place clear and concise written records which staff have familiarised themselves with to ensure the safety of the children in their care.

Children's risk of accidental injury is minimised within the setting which has good safety and security precautions. For example, there are clear written fire evacuation procedures in place and regular fire drills are carried out to ensure children and staff are aware of the procedures to follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children under 3 years are engaged throughout their time within the setting, in general they play happily with each other and children share and take turns. Children are becoming independent as they choose from a wide range of resources that are well organised, easily

accessible and enjoyed by children such as dressing up clothes, creative activities and a selection of construction equipment. They benefit from resources that are stimulating, challenging and age appropriate in order to extend children's learning and enjoyment.

Babies benefit from a selection of interesting and fun resources that are enjoyed by them such as plastic bottles filled with different items, musical toys and soft toys. They develop early communication skills as they attract the attention of staff who respond to their sounds during play.

The children are provided with good opportunities to develop their physical skills as they have regular access to the outdoor area where they are able to play with balls, scooters, push and pull toys and tricycles.

Nursery Education

The quality of the teaching and learning is good. Planning is thorough and the children benefit from the staff's sound knowledge of the Foundation Stage curriculum, as a stimulating programme is delivered for them to enjoy. The nursery rooms are set up to encourage children to be involved in various activities and the staff are well deployed. They extend children's vocabulary and thinking by asking open-ended questions. Staff have very good relationships with the children and high expectations of children's behaviour. The children's individual involvement and interest in activities is observed and the information gained is used to plan the next step in the child's development. Although there is no formal system in place to ensure all staff are aware of this.

Children are highly motivated to learn and they are actively involved in the exciting activities for example, cake mixing. They watch in awe when food colour changes the colour of the mix. They are developing their independence as they select equipment for themselves. They concentrate during activities and play cooperatively together, sharing and taking turns. Children are able to work as part of a group. They show concern for each other and enjoy the responsibility of helping the younger children around the setting.

Children enjoy joining in with familiar songs and anticipating with excitement what comes next. They speak confidently, with each other and adults. Children have the opportunity to select books independently. They handle books appropriately and are beginning to understand that print carries meaning.

Children explore colour and texture using a range of collage and painting materials. They thoroughly enjoy creating tall towers and aeroplanes with construction sets. Children use their imagination well through role play as staff provide an appropriate range of props.

Children count confidently and many can count beyond ten in familiar context. They are able to point out numbers in the environment. Children are exploring simple addition and subtraction. For example, they count accurately the number of cups needed according to the number of children seated at the table. They are able to describe size and position during their play. Children are learning about shape and size as they confidently fit puzzles of varying challenges and use equipment in the water and sand play.

Children have many opportunities to develop awareness of their own environment and the wider world. For example, through nature walks in the park, gathering leaves and feathers and visiting duck pond. They develop an understanding of diverse cultures and their own beliefs when participating in festival celebrations. Staff link stories, creative activities, music, imaginative play and display tables to the celebration of activities. Children are exploring how and why things work as they play with programmable toys, telephones, computer and magnifying glasses.

Children are developing their fine motor skills, as they use a range of tools appropriately and safely. For example, scissors, paintbrushes, glue spreaders, pencils and lacing cards which help them to develop good hand eye co-ordination and early writing skills. The children have regular access to the outdoor area to fresh air and the use of small equipment. They run, jump, crawl and balance moving confidently and safely. The range of available equipment provides little physical challenge, opportunity to climb, experience height.

Helping children make a positive contribution

The provision is satisfactory.

Children are generally well behaved and polite in response to the expectations of staff. They are encouraged to take turns, share and to have regard for others. Staff's management of children's behaviour is appropriate

Children are provided with a range of resources and visual images that reflect positive images such as puzzles, dolls, books, posters and photos. These resources are beginning to increase the children's awareness of diversity and understanding of others within the wider community. The staff have an adequate understanding of the needs of children with special needs and have written policies in place.

There are appropriate systems in place to share information with parents. Information is shared verbally, through the use of a parents' notice board, an information booklet is available to all new parents, regular news letters are sent out to parents and daily record sheets are used to record information on babies routines, feeds and personal needs.

Partnership with parents in relation to nursery education is good. Detailed information is given to parents about the Foundation Stage curriculum and the six areas of learning. Parents are able to access their child's progress records and staff are available to speak to parents about their child's progress at any time. This contributes positively to children's well-being.

Children are valued and respected as individuals and are given appropriate praise and encouragement, to enhance self-esteem and confidence. Children learn about themselves and the wider world through planned activities and discussions. For example, around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. Children are caring towards one another and beginning to recognise that they each have different needs. This positive approach fosters children's social, moral, spiritual and cultural development.

Organisation

The organisation is satisfactory.

The setting regularly shares information with parents to keep them informed about their child. This contributes to the continuity in the children's care. However, the setting has not maintained an adequate log of complaints based on changes in recent legislation to the National Standards and the complaints policy is not in line with these changes. At times staff have not obtained written consent from parents before administering medication and have not recorded when medication has been administered. This is a breach of regulation.

Over half the staff working directly with children hold a recognised childcare qualification. Well deployed staff mean that children are well supported in activities and clear policies and procedures ensure children's safety.

The leadership and management in relation to nursery education is good. The provider has a commitment to training and the professional development of staff. The manager and staff work very well together as a team, consequently this is reflected in the good practice which results in the children being very happy and contented in the nursery. The manager uses discussions and regular meetings, with staff to monitor the curriculum. There is a strong commitment from staff to develop all aspects of the service. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection recommendations were made to enhance the Child Protection procedures to include allegations against staff, to ensure staff interact appropriately with all children, to monitor access to the setting and to develop procedures to give parents formal or written feedback on their child's development. Almost all of these recommendations have been completed ensuring the safety, welfare and care of the children. However, the recommendation relating to children's developmental records has still not been achieved.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure written consent is obtained before administering medication and records maintained
- ensure the complaints procedures and written logs hold up to date information relating to the National Standards following recent changes to legislation

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- devise and implement formal system to ensure all staff are aware of how children are making progress
- extend the outdoor play to promote the development of the older and more able children by providing robust physical challenges and a wider range of exciting activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk