



## Stay & Play Pre-school

Inspection report for early years provision

<b>Unique Reference Number</b>	EY288517
<b>Inspection date</b>	14 June 2006
<b>Inspector</b>	Lisa Toole

<b>Setting Address</b>	Felbridge Village Hall, Crawley Down Road, Felbridge, Surrey, RH19 2PP
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<b>Registered person</b>	Emma Louise Winter
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 good. 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?

Stay and Play Pre-School is an established group and was re-registered in 2004. It is a privately owned pre-school and operates from the village hall in Felbridge, Surrey. A maximum of 33 children may attend the pre-school at any one time. The pre-school is open each weekday during school term time from 09:15 to 12:15. There is a lunch time session in the summer term from 12.15 to 13.10.

There are currently 46 children aged from 2 to under 5 years on roll. Of these, 34

receive funding for early education. The pre-school currently supports a number of children with learning difficulties and also supports children who speak English as an additional language.

The pre-school employs 13 members of staff. Of these, 9 hold appropriate early years qualifications.

The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is being promoted and supported while they are at the pre-school through effective daily routines. These include washing hands after messy play, when using the toilet and before having their snack, learning that they do so to stop germs. The effective hygiene routines practised by staff, such as using anti-bacterial spray to clean tables before and after eating, routinely cleaning toys and taking steps to reduce risks of cross infection all contribute to the children's wellbeing. Clear procedures regarding sickness, medication and accidents ensure that children are cared for according to their parents' wishes and they are well cared for if they are taken ill at the group. Children are now able to rest and relax in a comfortable and welcoming book corner in each room and these areas are well used by children. They enjoy snuggling in with a member of staff to have a story read to them and also sit looking at books together with their peers.

Children enjoy snack time for its social aspects as they sit chatting to their friends. Their independence is being fostered; they learn how to pour their own drinks and take turns being the helpers to set the tables and prepare the fruit. Children receive snacks such as fresh and dried fruit, bread sticks and plain biscuits, which helps contribute towards a healthy diet. They are able to access drinking water at any time in order to keep hydrated as it is easily accessible to them.

Children benefit from daily physical play activities to help them keep healthy and get plenty of exercise. They learn how to scramble, crawl and bend over apparatus on the nearby play park equipment. They work together playing parachute games and also make full use of opportunities to run around playing with their peers. Children's fine motor skills are appropriately supported through activities such as clay and dough modelling, painting and drawing, threading, as well as pouring and filling with sand and water.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from playing in a safe, welcoming and well organised environment. They are warmly greeted by staff on arrival and now go straight into their base room, which helps them settle quickly into their play. Staff have re-organised the layout of

the rooms and children are able to play in a more spacious play and learning environment, with designated areas in the older children's room for writing, maths, role play and creative activities such as art and craft. The pre-school has improved and re-organised the book corners so that they are cosy and inviting and are now well used by the children.

Children have access to a wide range of age appropriate resources to support their play and development in all areas of learning. The equipment is clean, well maintained and checked routinely to ensure it is always suitable for the children's use. However, children can generally only play with what equipment is already out and staff are continuing to investigate and offer ways to increase the children's independent choice.

Staff are well deployed and are vigilant about children's safety, with risk assessments completed daily, to ensure the environment is safe for children's use. Children are encouraged to think about their own personal safety, through talking about how they should walk safely up to the school for story time and why they should walk and not run along the corridor. Effective child protection procedures promote and safeguard the children's welfare within the pre-school. There are clear child collection procedures, children are not left alone with unvetted persons and staff have a secure knowledge and understanding of child protection procedures to follow where concerns are raised.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, settled and secure within all areas of the pre-school. Children arrive eagerly, settle quickly into activities and are motivated, interested and participate with enthusiasm. They have developed good relationships with the staff, who enjoy playing with them, supporting their learning whilst also giving one to one support and cuddles as they are needed. The staff work well together as a team and this ensures that the morning runs smoothly, that activities are appropriately led and supported. Staff have a good knowledge and understanding of how to support the children's learning in order for the children to make progress and gain new skills.

Staff are using Birth to three matters to support their curriculum for the younger children and the children participate in an interesting and worthwhile range of activities which are adapted to meet their developmental needs. Activities such as playing with wet corn flour enable the children to learn and talk about texture, developing their language skills, as shown by one young child who was able to explain that it felt smooth.

### **Nursery Education:-**

The quality of teaching and learning is good. Staff have developed and increased their knowledge and understanding of the Foundation Stage curriculum and this results in the children benefiting from a wide range of stimulating and challenging activities which help them make progress towards the early learning goals. The planning now arises directly from the children's needs, interests and wishes and staff

use regular observation to monitor how the children are developing, what their next area for development is and what they are interested in. Staff interact positively with the children, use open ended, effective questioning techniques so that children think, make progress in their learning and extend their communication and language skills. Staff also present activities to the children in a fun, positive manner and show interest in what the children are doing and have to say.

Children are able to decide what they would like to do for themselves during free play and move around the room from one activity to another with confidence. The pre-school has a wide variety of equipment to support the children's play and developmental needs. However, children have limited opportunities to independently access the resources themselves so they can make their own decisions about what they do and get out to play with. Children can, however, ask staff for anything they want to play with that is not already out.

The children relate well to each other, they share and play well together. Their independence is fostered through activities such as setting the table for snack, pouring their own drink and learning how to put their own coats and shoes on and off. Children talk about their own experiences and their home lives, commenting on the rainy weather when they woke up in the morning. Children speak with confidence, express themselves clearly and are developing a good range of vocabulary. Worthwhile activities such as role play at a train station enable the children to discuss their own experiences and talk about local places, how trains move and whether they will work with batteries. Many of the children are able to write their first name and the writing table is well used by the children, as they make marks in their individual notebooks or make tickets for their train station role play. Children are adept at counting and do so confidently, with many children counting well beyond ten. They understand simple addition, size and shape and learn about concepts such as speed as they roll cars down tubes which have been made into ramps.

Children's knowledge and understanding of the world is being well supported, through a range of first hand experiences, which help them learn about the world around them. During the inspection, children investigate sprouting potatoes with magnifying glasses and then talk about their findings at group time, commenting that they have grown roots and look like spiders. Children also enjoy using every day technology such as play phones, torches and learning how to laminate paper during an adult-led activity, where they also learnt important safety messages. Children particularly enjoy creative activities such as free painting at the easel, exploring texture as they paint their hands and then press them on the paper, using a range of tools with play dough and marking paper with coal.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children have established secure relationships with both their peers and adults in the group and they are well behaved. They are encouraged to have a real sense of belonging and this is supported by children taking part in self-registration as they arrive, as well as

getting a golden sticker if they have been a really good helper at tidy up time or been very kind to their friends. These all help develop children's self-esteem and confidence and learn about behavioural expectations such as everyone helping to tidy up before snack time.

Children learn about the world around them by celebrating a rather limited range of cultural and religious festivals, including Diwali and Chinese new year, when the children had fun making marks like Chinese writing with black ink on large pieces of paper. All children are encouraged and supported in the pre-school, regardless of any learning difficulty or disability they may have. The two special educational needs co-ordinators have a secure understanding of their role and are planning to attend inclusion training in order to be able to support children's needs further. Staff work closely with parents regarding the children's needs and also work in partnership with any external support agency, such as speech and language therapists to help children develop and make progress.

The partnership with parents is good. Parents receive informal verbal feedback about their child's morning at the pre-school and are also invited to attend a parents' consultation event when they are able to discuss their child's development and progress in more detail, as well as look at their developmental profiles. Parents receive information about the curriculum, regular newsletters and a detailed prospectus is given to them when they first join the group to ensure they are fully aware of the group's policies and procedures regarding the care of their children. The required complaints procedure is in place but it does not detail the recent changes in legislation or current contact details for Ofsted. Parents comment that they are happy with the care their children receive, feel involved and have no concerns about the pre-school.

## **Organisation**

The organisation is good.

Leadership and management of the pre-school is good. Children and their families benefit from the well organised and led group. The effective deployment of staff and good team work means that children are well cared for and supported in their learning. Staff have re-organised the layout and use of both rooms used by the group and the clear benefits of this can be seen in the way the children are now more engaged and settled in their play. They make better use of all areas within the pre-school and are clearly making progress in their learning and development. Staff have attended a number of training courses and this is reflected in the improved curriculum for all the children. They have an increased knowledge and understanding of the Foundation Stage and are also using the Birth to three matters framework with the younger children so that their differing needs can be appropriately met.

There are thorough and effective recruitment and induction procedures in place to ensure the most suitable person is appointed to a new post. All staff take a role in the planning and organisation of the curriculum and this helps ensure children are offered a diverse range of purposeful, stimulating and challenging activities, appropriate for their needs and stage of development.

All of the required documentation which contributes to children's health, safety and welfare is in place and is stored securely to maintain confidentiality. The operational plan is comprehensive and it works well in practice, with detailed policies and procedures in place. There is a minor weakness with the complaints policy as it does not contain the most recent changes in legislation but the person in charge has a clear understanding of the procedures to follow.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the pre-school was set three recommendations regarding care. These related to the provision of an area where children could relax and rest without disturbance; providing a range of activities to support children's overall development and improved opportunities for children to learn about diversity. The pre-school was also set four actions regarding the nursery education. These related to increasing staff's knowledge and understanding of the Foundation Stage curriculum and providing experiences to meet children's individual needs; improving opportunities for children to explore, plan and experiment in all six areas of learning and to develop the systems for planning and assessment so that children's next steps can be identified and their progress monitored.

Since the last inspection the pre-school has made the book corners an inviting and comfortable area where the children like to sit and relax, looking at books with their peers and adults. The curriculum has been reviewed and children under three-years-old are offered a range of activities based around Birth to three matters curriculum, which helps ensure that it is appropriate for their age and stage of development. Staff have also attended training to increase their knowledge and understanding of childcare and the Foundation Stage curriculum for pre-school children. The observation and assessment system has been reviewed and staff have improved the way they monitor the children's progress and development, along with how they offer the curriculum to the children. Staff are now able to easily identify and plan future steps in the children's learning to ensure their developmental needs are being appropriately and positively met. The group has purchased more resources which reflect positive images of equality and continue to work on developing the range of activities they provide for the children so they learn about different cultures and religions that are celebrated around the world.

### **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 complaints other than those made to Ofsted.

## **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 good. 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 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 the complaints procedure details the recent changes in legislation and up-to-date contact details for Ofsted and is easily accessible to parents.

##### **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):

- continue to develop ways in which children's independent access to resources is encouraged and supported.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)