



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY278594

DfES Number:

INSPECTION DETAILS

Inspection Date 19/01/2005
Inspector Name Denise Rosemary Olsson-Hildick

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Playmates Nursery
Setting Address The Kings Centre
Coppard Gardens
Chessington
Surrey
KT9 2GZ

REGISTERED PROVIDER DETAILS

Name Miss Clare Louise Charlton

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Playmates Nursery opened in 1980. It operates from 2 rooms at the Kings Centre in Chessington, serves the local community and is registered to care for 30 children aged from 2-5 years.

There are currently 47 children aged 2 to 5 years on roll. This includes 17 funded 3 year olds and 3 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs and those who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 09:00 until 12:00, 12:45 to 15:30 or 09:00 to 15:30.

Six part time and one full time staff currently work with the children. Half the staff have early years qualifications equivalent to NVQ Level 2 or above. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership. The methods of learning include following the Foundation Stages of Learning.

How good is the Day Care?

Playmates Nursery provides a good standard of care. The group has a high staff : child ratio. Training issues are efficiently addressed and organised. Policies and records relating to all standards are in place and are generally comprehensive.

The routine generally allows children choice, opportunities for play, rest, meals and outings. All staff have a warm relationship with children, including any with a special need. They talk to and about children with understanding, pride and affection, taking into account individual need, temperament, ability and interests. Children eagerly participate in a variety of interesting, stimulating activities, learning is play based and they are allowed and encouraged to develop a relationship with the member of staff with whom they feel the most affinity. Children have generally easy access to a wide variety and quantity of toys, materials and stimulating activities and go on outings to

stimulate their interest in and knowledge of the wider world. Few materials present a positive image of people from different ethnic origins, with a disability or in a non-traditional gender role. Boundaries and rules are clear, sensitively and fairly applied. Meals are varied and nutritious, accommodating children's individual dietary needs. Between meals and snacks children ask for drinks.

The environment is spacious, clean, generally warm, well-maintained, appropriately furnished and organised to allow children access to the entire area and outside play space. Staff ensure that the environment is safe. Children understand and practice good hygiene and staff are vigilant in addressing matters relating to health and hygiene.

Relationships with parents are warm and mutually respectful. Staff work in harmony and partnership, making sustained efforts to support and engage them in an open, honest manner. Staff have a working knowledge of the signs and symptoms exhibited by a child who may have been abused and what action should be taken.

What has improved since the last inspection?

This is the first inspection following registration.

What is being done well?

- All staff members are responsive to and understanding of individual children's temperament, characteristics, interests and needs. This ensures warm relationships are maintained and nurtured. Staff manage behaviour in a sensitive and age-appropriate manner which encourages children to develop empathy for others.
- Meals are varied and nutritious, accommodating children's individual dietary needs. Care is taken to comply with parent's wishes. This ensures children develop good eating habits.
- Parents take an active role in the group, are supportive and approving of the nursery philosophy and work in harmony and partnership with staff. This ensures children feel welcome and secure.

What needs to be improved?

- the routine, facilities and timetable in order to minimise interruptions to play and learning, maximise choice and independence and accommodate the needs of younger children
- the accessibility of toys including those that present a positive image of people from minority groups
- the recording system relating to medication, ensuring this includes parent's acknowledgement.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since 1st April 2004 Ofsted have not received any complaints about this provider.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Develop the routine, facilities and play opportunities for children of all ages ensuring this is appropriate for their stage of development, based on their individual needs, minimises interruptions and maximises choice and independence.
5	Ensure that play materials and equipment are easily accessible to children and present a positive image of people from different ethnic origins, with a disability and in a non-traditional gender role.
7	Ensure the written record of medicines given to children, is signed by the parents.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Playmates Nursery offers good quality education where children are making generally good progress towards the early learning goals.

Teaching is generally good. The staff are very committed to the children. They constantly encourage and support them and are aware of individual needs. They all have experience and/or qualifications in childcare. All staff have attended training in the foundation stage. Planning demonstrates staff's understanding of the early learning goals. However, at group sessions older children are sometimes disrupted by the younger children. Staff regularly seek the advice and support of the early years teachers. Children are provided with a range of planned activities which encourages them to develop. Written observations show what the children can do and are transferred to the early years profiles. However it is not clear how the observations and evaluation of activities is used to plan for children's next stage of learning.

Leadership and management is generally good. The manager works directly with the children and closely with the team. She is aware that the staff have experiences and ideas to contribute and listens to these. This enables the team to work together effectively. The manager is committed to the development of the nursery. She needs to help staff to use observations to plan for children's next stage of learning and to ensure parents are aware of, and have access to, their child's records.

Partnership with parents is generally good. Parents receive regular newsletters, curriculum information and verbal feedback which keeps them informed about their child. However most parents are not aware of the early years profiles which staff keep on each child. These need to be shared with parents to ensure they are kept fully informed. Parents regularly support topics by bringing in items from home. Parents also come into the setting to share their experiences. All parents find the staff very caring and supportive.

What is being done well?

- Good relationships are developed between the children and staff. The children relate well to each other. They are able to share and take turns. Staff talk calmly and consistently to the children about the need to share. Positive behaviour is regularly praised and encouraged.
- Regular and happy conversations take place between staff and children. Staff stop and listen to what the children have to say. They regularly extend conversations by asking open questions.
- Children are provided with lots of opportunities to link sounds to words and letters and do this with increasing confidence. This is done during circle time, at adult led activities and also if the children show a spontaneous interest.

- Children are confident to accurately count during a variety of activities. They point as they count and attempt to find the correct numeral. They often do this without being prompted.
- Garden play is encouraged throughout the day with the children able to move freely between the garden and indoors. Activities in the garden include physical play, sand, water, imaginative and digging activities.
- Regular outings in the community and visitors into the setting enable the children to experience their local environment. Visitors have include fire, police and pets. Outings have included visits to garden shops, the vets and parks.

What needs to be improved?

- children's independence at snack time
- opportunities provided for the children to be able to select different resources from those put out by staff.
- the organisation of the size of the group during some of the story times
- the range of resources which give children regular positive images of culture and disability
- more opportunities for children to observe the effect activity has on their body
- parents to be made aware of observations and developmental records which relate to their child. Staff to demonstrate how observations, evaluations and assessments are used to planned for children's next stage of learning.

What has improved since the last inspection?

This is the first inspection since the current provider took over the provision in March 2004.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff and children have good relationships. Children are well behaved. They clearly understand the need to share and take turns. The children are confident in the nursery. They are supportive of new children who may be upset. Children settle well to the activities provided by staff and concentrate for up to 30 minutes. However there are insufficient opportunities for children to be able to select another toy if they wish. Children's independence needs to be further developed at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

There are regular opportunities for children to link sounds to letters and words. Staff frequently reinforce this with the children confidently joining in. Children are very confident and enthusiastic when talking to staff, visitors and each other. Throughout the day the children often practice their writing skills. Some children write recognisable letters. Children enjoy listening to stories but the large size of the group means longer stories can be disrupted by the younger children.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children regularly count with confidence up to 20. This is often unprompted. They are beginning to recognise numerals. Some children are able to say how many there are if one more is added or taken away. Children recognise their shapes and are able to accurately sort and match. They often use mathematical terms such as bigger and smaller. They explore measure, volume and weight during sand, water and cooking activities. Children regularly complete puzzles without the need for support.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

In the workshop area children confidently and happily design and construct using 2 and 3D materials. They build and design with construction toys. They have regular access to a computer and are able to complete appropriate programmes. Children have good mouse control. Children learn about cultures different to their own during planned activities and with visitors in the setting. However they do not have regular access to resources which promote culture and disability during every day activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Tools including scissors, rolling pins, trowels and pencils are handled with increasing control and confidence. Children do this on a daily basis. They have good gross motor skills and are able to run, bounce, pedal bikes, throw and catch balls. Children are taken to the local park to develop their balance and climbing skills. They have an understanding of their importance of staying healthy but there are insufficient opportunities to observe the effect activity has on their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Music is regularly and enthusiastically explored through singing and dance activities. The children use the instruments as part of their day. They confidently participate in creative activities exploring paint, cornflour, shaving foam, glue and re-cyclable items. Children engage in detailed imaginative play with each other during role play and small world activities. The home area is often changed in line with the planned theme e.g. the vets, travel agent or restaurant.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- demonstrate how the planning, evaluations and observations are used to plan for the children's next stage of learning
- ensure parents are aware of, and can access, the developmental records on their child
- develop children's independence during the session by enabling them to select another activity from the ones put out by the practitioners. Develop further children's independence at snack time.
- Evaluate the size of the group during some of the story times to ensure older and more able children are not disrupted by younger children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.