



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 117211

DfES Number: 524589

### INSPECTION DETAILS

Inspection Date 20/01/2004  
Inspector Name Karyn Yarnold

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Playbox Pre School  
Setting Address Pennycross Meth. Curch Hall  
Pridham Lane, Peverell  
Plymouth  
Devon  
PL2 3PZ

### REGISTERED PROVIDER DETAILS

Name The Committee of Playbox Pre - School

### ORGANISATION DETAILS

Name Playbox Pre - School  
Address u/a  
u/a

## 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

Playbox Pre-school opened in 1992 and moved to its current premises in 2000. It operates from a church hall Beacon Park, a mainly residential area of Plymouth, and has access to a kitchen, toilets and outdoor play area. The pre-school serves the local area and is run by a committee.

There are currently 53 children on roll, including 33 funded 3-year-olds and 10 funded 4-year-olds. Children attend a variety of sessions. The setting supports children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:50 to 11:20, Mondays to Fridays and 12:20 to 14:50 on Mondays, Tuesdays, Thursdays and Fridays. A lunch club operates each day between 11:20 and 12:20 hours.

Six part-time staff work with the children. Over half of the staff have early years qualifications to level 2 or 3. Three staff are currently working towards a recognised early years qualification.

The group is a member of the Pre-school Learning Alliance and is currently working towards its quality assurance scheme. It receives support from a teacher from the local Early Years Development and Childcare Partnership.

### How good is the Day Care?

Playbox Pre-school provides good quality care for children from two to five years. The organisation of the setting is good and children are well cared for. A warm and welcoming environment is extended to both children and parents and good relationships are fostered with children who are happy and settled.

Procedures are in place that ensure children are safe, however management of the access to the premises needs to be improved. Staff follow very good hygiene practices throughout the setting particularly in the preparation and serving of packed

lunches and snacks, which are nutritious and attractively presented.

Staff produce excellent curriculum plans and provide a wide range of interesting and exciting activities, which reflect diversity and contribute towards children's development and progress. Staff work hard to include children with English as an additional language, however information provided to parents about the setting and its activities are only in English. There is a key worker system and staff are very aware of their roles and responsibilities within the setting.

There is a very good partnership between parents and staff. Parents are provided with relevant information including a comprehensive prospectus, which includes the policies and procedures of the setting. Regular newsletters are produced and a large parents' notice board provides parents with up-to-date information. Parents are invited to meet with their key worker and exchange information on the care of their children through a daily diary system.

#### **What has improved since the last inspection?**

At the last inspection the setting agreed to keep written records signed by parents of medicine given to children, and to seek written permission from parents for seeking emergency medical advice or treatment.

Detailed records are now kept when medicine is administered, which parents sign, and written permission to seek emergency medical advice or treatment is now included on the children's information records, ensuring that children's health needs are well met.

#### **What is being done well?**

- The setting is well organised and there is a thorough procedure for appointing, vetting and appraising staff.
- Children are offered a wide variety of interesting activities, including those reflecting diversity, and toys that are clean and well maintained.
- There are excellent hygiene routines that all staff follow, including the wearing of aprons and gloves when preparing food.
- Children are provided with an excellent selection of nutritious snacks and a varied selection of drinks, which are available to children throughout the day.
- Parents are provided with comprehensive policies and procedures and have many opportunities to exchange information on the care of their children.
- All relevant documentation is kept and stored securely.

#### **An aspect of outstanding practice:**

The setting has an excellent system for planning the curriculum. The weekly planning is comprehensive and is highly effective in ensuring all aspects of the curriculum are covered and staff know their roles and responsibilities.

**What needs to be improved?**

- the temperature of the water in the toilets used by children and the hand washing procedure
- the management of the access to the premises, ensuring that security measures meet any recommendations of the fire officer
- the format of the information given to parents and carers with English as an additional language and staff understanding of how to provide practical support for children with English as an additional language.

**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
6	Ensure that there is an effective and safe system for managing access to the premises and that this complies with any recommendations of the Fire Officer.
12	Ensure information made accessible to parents and carers is in a format suitable for parents with English as an additional language.

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

### How effective is the nursery education?

Playbox Pre-school provides a very good standard of nursery education. Children are making very good progress towards the early learning goals in their personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

The quality of teaching is very good. Staff plan a variety of interesting, practical activities around the six areas of learning, which are theme based and on a three year rolling programme. Staff ensure all the children are sufficiently challenged during activities. The setting is well organised and children confidently play with the good range of resources. Staff produce excellent short term plans that are evaluative and include observations of children's learning.

The pre-school has an excellent system for assessing children's progress against the stepping stones and towards the early learning goals. Staff regularly observe and make notes on children's learning in each of the six areas. All staff are involved in these assessments and the key workers evaluate children's progress against the stepping stones. This information is used effectively to plan for the next steps in children's learning.

The leadership and management of the group is very good. The supervisor has been effective in developing a committed staff team who work very well together and are keen to improve the quality of education offered to children. Staff evaluate their own teaching and performance through peer and team assessments.

The partnership with parents is very good. Parents are actively involved in their children's learning. They provide information about their child's development when they start at the pre-school. Homework tasks and daily books keep parents updated about their child's progress. A well-displayed and informative notice board informs parents about the curriculum and the early learning goals.

### What is being done well?

- Staff's clear understanding of the early learning goals leads to well planned activities, which engage and sustain children's interests and efforts.
- Relationships between the parents, staff and the children are very good. These help children develop their independence and confidence, which supports all aspects of their learning. Behaviour is excellent.
- Children demonstrate excellent cutting and joining skills during design activities. They use their senses to explore a vast range of materials that assist the design process.

- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities. Competent teaching ensures that children's progress in physical development is excellent.
- The setting is very well managed and staff work effectively as a team, providing a seamless service to children. They are highly committed to improving the quality of the care and education offered to children and will trial new ways of working.

#### **What needs to be improved?**

- support for children with English as an additional language to further develop their communication skills
- organisation of the home corner to increase opportunities for extended role play.

#### **What has improved since the last inspection?**

The pre-school has made very good progress since the last inspection when three points for development were raised.

The pre-school was asked to give more emphasis to alphabet recognition in the overall programme. Children now sound out their names when they write them. Opportunities for sounding out patterns in rhymes are offered during circle time. Letters of the alphabet on a magnetic board are freely available for children. Alphabet recognition has a specific focus during the nursery rhyme topic.

The setting was asked to extend the opportunities for children to compare and sequence everyday objects in the programme for mathematics. Staff now provide a wide range of maths activities that include opportunities for children to compare and sequence objects, such as 'compare bears' and a wide range of diverse sorting equipment. Children also use play dough to compare lengths.

Staff were asked to extend the existing programme for physical development to promote increased use of imaginative play. New resources have been bought to encourage imaginative play, including small world play, a woven frame, tents, and tunnels. Staff ensure the curriculum planning includes elements of imaginative play.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning. They show high levels of concentration during self-chosen and structured activities, when making a castle from shapes, and imaginative and creative play. Children are settled and develop good relationships with adults and other children. They co-operate, play well together and their behaviour is very good. Children show confidence and independence when choosing activities and developing their self-help skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have excellent opportunities to practice their writing skills, including lots of mark making. They frequently attempt writing during role-play, when playing in the 'office', or 'shop'. Children regularly attempt to form letters and to write their own name. They have frequent planned opportunities to listen to poems and identify words that sound the same. Children's spoken language is developing very well and they are confident speakers.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have frequent opportunities to use mathematical language to describe and compare size and quantity through practical activities, such as 'Jack and the Beanstalk' and sinking boats. Children have a very good understanding of shapes and their attributes. They can easily name and recognise different shapes. Children have a developing awareness of pattern through using toys that connect together to make patterns, beads and painting. They benefit from regular rote counting to beyond 10.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children demonstrate very good design and construction skills. They competently use appropriate tools to shape and assemble materials, when making a giant's face from clay and during a weaving project. They enjoy using their senses to explore and investigate their environment, for example in sand and water play, and when making an electrical circuit. Children gain an increasing understanding of their world through activities that embrace other cultures such as Diwali and Chinese New Year.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the setting and during activities outdoors. They show increasing skill and control when using a range of small equipment e.g. using balls and hoops outside. Children are well supported by the staff so they develop and learn new skills. Children have many opportunities to handle tools and materials appropriately. They use scissors, pencils and adhesive tape with increasing control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children freely use their imaginations during role-play, across a wide variety of art and craft activities and when responding to poems. Children have many opportunities to explore texture, shape, form and colour in two and three dimensions when painting, making clay faces and during a weaving project. Children eagerly participate in the music sessions and have access to music sacks to develop their ability to sing songs from memory.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- provide notices and labels in languages spoken other than English if at all possible
- regularly change the resources in the home corner to provide better opportunities for role play.

*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.*