



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 200716

DfES Number: 514821

### INSPECTION DETAILS

Inspection Date 06/05/2004  
Inspector Name Sheila Dawn Flounders

### SETTING DETAILS

Day Care Type Sessional Day Care, Creche Day Care  
Setting Name PLAY DAYS PRE-SCHOOL NURSERY  
Setting Address THE OLD LIBRARY  
CUBBINGTON ROAD  
LEAMINGTON SPA  
WORKS  
CV32 7AB

### REGISTERED PROVIDER DETAILS

Name The Committee of PLAY DAYS PRE-SCHOOL NURSERY

### ORGANISATION DETAILS

Name PLAY DAYS PRE-SCHOOL NURSERY  
Address THE OLD LIBRARY  
CUBBINGTON ROAD  
LEAMINGTON SPA  
WORKS  
CV32 7AB

## 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

Play Days Pre-school opened in 1965. It occupies the old Library in the Lillington area of the town of Leamington Spa. The accommodation consists of a main hall, with adjacent storage and nearby toilets. The kitchen area is not accessible to children. There is a secure outside garden area. Children attend from the local area.

There are currently 30 children on roll. This includes 19 funded three year olds and 9 funded four year olds. Children attend for a variety of sessions over the week. The group is able to support children with additional needs.

The pre-school is open from 9.15 am to 11.45am each morning, during term time only.

Four staff currently work directly with the children each session. Half of the staff have a relevant level 3 qualification and they receive support from a teacher from the Early Years Development and Childcare Partnership. The pre-school is a member of the Pre School Learning Alliance. A committee consisting of parents and staff manages the group.

### How good is the Day Care?

Playdays Pre-School provides unsatisfactory care at present, they are in breach of their registration with children under three years attending when their registration is for three to five years only. In all other standards care was found to be satisfactory, with some aspects good. They maintain high staff ratios, with staff who have a mix of qualifications and experience. Children have ample play space with toys and equipment organised to allow them independent access during the sessions. The room is bright and attractive to the children with areas for books, role-play, creative and table top activities, which can be moved for more physical play or snack time. All necessary documentation is maintained, although some needs alteration to meet recent changes. The group is managed by a committee, some of whom have not been vetted.

Measures are in place to ensure the safety of the children, including a thorough procedure for use of the outdoor area and regular fire drills, although these have all been on Wednesday. A secure system is in operation at arrival and departure times with children unable to leave the premises during the session. Satisfactory first aid arrangements are maintained and children are encouraged to be responsible for their personal hygiene, although separate water is not used for individual hand washing. Children are provided with a snack mid session, when they sit and talk in small groups, with a drink always available.

Children have access to different activities daily, with staff ensuring a balanced range is available and that the needs of all children are met, including those with additional needs. The staff know the children well, accept their differing backgrounds and treat them as individuals. Suitable strategies are used to manage behaviour with good behaviour encouraged.

Parents are always made welcome and staff make time for an exchange of information at the end of the session. They all make positive comments about the setting.

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

At the last inspection the group were asked to ensure that the outdoor play equipment is safe and secure. To do this they regularly check all the outdoor equipment and ensure that the climbing frame is secured into the grass with ground pegs.

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

- Children have access to a wide range of activities each session, which enable them to progress in all areas of development. Staffing ensures that all children, including those with additional needs, can participate.
- A warm and welcoming environment is provided for children and parents, with staff greeting them at the door and resources laid out ready for play in a room decorated by displays of children's work and bright posters.
- Good use is made of the available space, with changes made during the session to accommodate differing activities. Staff are deployed at specific activities to work directly with the children throughout most of the session.

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

- the compliance with registration in respect of children under three years
- the vetting of the committee
- some of the policies, particularly the complaints procedure and the child protection statement
- the procedures for hand washing

- the inclusion of all children in the fire drill.

### Outcome of the inspection

Unsatisfactory

### 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 must take the following actions by the date shown

Std	Action	Date
2	Develop an action plan that shows how you will comply with your current conditions of registration.	31/05/2004

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

Std	Recommendation
1	Ensure that committee members complete the Ofsted vetting process.
6	Ensure that the fire procedure is practised by all the children.
7	Ensure good hygiene practices are in place regarding hand washing.
12	Ensure that parents have access to a complaints procedure which informs them of how to contact the regulator.
13	Ensure that the child protection statement includes details of the procedure to be followed if an allegation is made against a member of staff.

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

### How effective is the nursery education?

The children are making generally good progress through the stepping stones towards the early learning goals. All of the children are happy, most are confident and generally well behaved. They show a desire to learn and are enthusiastic when faced with new experiences.

The teaching is generally good with the experienced staff having good knowledge of the stepping stones and new staff willing to learn. Planning is shared with all staff, contains the basic elements and is flexible, although it does not detail adaptation for individual children. Staff have good rapport with the children and use a variety of methods for differing activities such as whole group, 1-1 or small groups. Sometimes opportunities to extend learning are missed with challenging questions and vocabulary not recorded. Staff act as positive role models for the children and have high expectations of their behaviour and of each other. They ensure the room is ready before children arrive, mainly use time and resources well and act as positive role models. Assessment at the end of the year is good, but more frequent detailed input through the year is lacking.

The leadership and management of the setting is generally good, with strong daily leadership in the group. The staff and committee meet regularly and all the committee are current parents, although they do not have a system in place for them to evaluate the staff's effectiveness. The staff are willing to try out new ideas to improve provision for the children and have worked on some of their previously identified weaknesses.

The partnership with parents and carers is generally good. Parents feel very welcome within the setting and know what their child is currently doing. They are confident that the staff inform them about their child's progress and that they could talk to them in confidence. They have sufficient information before their child starts, although they only access the written records when children leave to start school.

### What is being done well?

- Children have good opportunities each session to experience learning opportunities in most of the six areas of learning, so that over the week they can cover all areas regardless of how many sessions they attend. Some activities are repeated such as the main art activity, whilst others are available in a different form such as sand or water play.
- Role-play is a central daily activity with appropriate resources available to each scenario and staff input used sensitively to extend the play without dominating the experience for children.
- Children have good access to a wide range of natural materials, both as a specific activity such as looking at their features with staff, or in general play

with shells bought in from a child's holiday which extended to finding out what types they were.

- The staff work well together to ensure the smooth running of the session. They are deployed at specific activities throughout the session either directly working with the children or preparing for the next activity.

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

- children's independence at snack time and with some creative activities
- the frequency of large physical play and large construction
- the planning, to show how individual challenge is addressed
- assessment, to show what individual children need to do next.

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

The setting have made limited progress in this area. At the last inspection the group were asked to research and get a new planning system. Since then they have tried several different planning systems, under guidance from the advisory teachers, with the present system mainly satisfactory but under constant review. They also needed to consider recording children's achievements more regularly and have since added an evaluation of the main activity from each week, with individual children's achievements recorded on their progress sheets, but these are not dated nor based on the stepping stones so do not sufficiently record achievement for those attending. The introductory leaflet for parents was also to be updated, which was done, but as the current leaflet was unavailable as it is being redone again it has been impossible to access how much improvement was made.

The group were also asked to incorporate investigation into everyday play, which they have now successfully included in daily activities, with staff using key questions to encourage investigation, although the questions are not always recorded. Lastly they were to monitor training requirements, which they have done by implementing a training programme for the staff to match their needs with available courses.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, curious and sustain play for extended periods. They separate from carers well and talk about their homes and families. Strong relationships exist, they play well co-operatively and take turns. They are aware of the group boundaries and begin to show concern for others. They mainly manage their own hygiene and choose which activities they join in, but independence is limited within some of these. They meet members of the local community and look at other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

They have good opportunities to talk to each other and make up stories in their play. In groups they discuss what they are trying to do and have opportunities to describe their experiences. They are encouraged to link sounds and letters in games. They can independently access fiction books and ask adults to read to them. They have some opportunities to write for other purposes, like menus. Older children write their names well, while younger children regularly practise pre-writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count beyond 10 as a group, most know numerals 1-9, but they do not count freely and some daily opportunities to reinforce number are missed, like counting cups at snack. They learn of addition and subtraction in rhymes and songs, with some older children confidently saying which number is one less. They begin to use mathematical ideas to solve problems, like fitting furniture into the house and use appropriate language such as big, small and shapes. They all recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

They explore and investigate using natural materials. They use a range of tools and techniques for construction, although large construction is limited. They access realistic 'toy' technology items such as a kettle, microwave and computer, with a good awareness of how they work. All children are able to talk about events from their recent past and know the days of the week. They have opportunities to identify and talk about features of living things in the garden or through topic work.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children have frequent opportunities to practise small movements such as cutting and threading with a good variety of tools and materials, but do not regularly practise larger movements or use large equipment. They are aware of their own personal space and that of others when playing in the group. They begin to discuss health issues in topics and role-play such as the doctor's surgery. They use a range of malleable materials such as dough or paint with and without tools with increasing skill.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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They have good opportunities to explore media and texture, including whole group creative projects, although some of the art is adult directed. They all enjoy singing and playing instruments in different ways along with music tapes. They daily use role-play such as the café to express their imagination, with realistic props available. They are able to express their ideas and feelings through regular access to natural materials, creative activities, role-play, music and group discussions.

**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**

- increase the opportunities for children to be independent
- improve the frequency of opportunities for children to practise large motor skills
- extend the planning, to show adaptation for individual children and key vocabulary
- improve the system of assessment to identify what children need to do next in the stepping stones.

*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.*