



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 131836

DfES Number: 582415

INSPECTION DETAILS

Inspection Date 24/06/2004
Inspector Name Marnie Downes

SETTING DETAILS

Day Care Type Full Day Care
Setting Name CHILD'S PLAY NURSERY SCHOOL
Setting Address Childs Play Nursery School Ltd
31 St. Matthews Avenue
Surbiton
Surrey
KT6 6JQ

REGISTERED PROVIDER DETAILS

Name Childs Play Nursery School Limited 02115330

ORGANISATION DETAILS

Name Childs Play Nursery School Limited
Address 31 St. Matthews Avenue
Surbiton
Surrey
KT6 6JQ

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

Child's Play Nursery School opened in 1986. It operates from five areas on the ground floor of a residential home in Surbiton. The nursery school serves the local community.

There are currently 32 children from 2 to 5 years on roll. This includes 11 funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are from 08:00 until 18:00.

Eight part/full time staff work with the children. Seven of whom have Early Years qualifications equivalent to NVQ Level 3. One member of staff is about to start working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership. The methods of teaching include following the Foundation Stages of Learning and Birth to Three Matters.

How good is the Day Care?

Child's Play Nursery School provides good care for children.

The nursery is effectively managed. It operates beyond the requirements of the National Standards in relation to having a high staff to child ratio. Majority of the staff members working with the children have childcare qualifications and regularly attend training courses. Staff are clear about their responsibilities and are all fully involved in planning and implementing activities for the children, as well as recording children's progress and the next steps of their development. The premises are clean and well maintained. They are organised to meet the needs of the children. All policies and procedures are in written format and are in line with the National Standards.

Arrangements for health and safety are good. Comprehensive policies and procedures are in place. There are written risk assessments in place for all areas including food hazards, however no evidence of electrical appliances being safe. Staff develop children's awareness of hygiene and safety issues, and their independence is fostered. Children are free to help themselves to drinks throughout the day. Staff are very aware of the individual needs of the children and work together to ensure all children are fully included, regardless of any differences or similarities. Staff have up to date child protection training and are aware of their responsibilities towards the children.

The daily routine provides good opportunities for children to participate in both free play and adult led activities which are topic based, interesting and fun. There is a wide range of resources and equipment to meet the differing needs and developmental stages of the children attending. Staff interact extremely well with the children, giving acknowledgement for good behaviour and building self esteem.

Relationships with parents are very good and parental involvement is greatly encouraged. Verbal and written communication is used to share information.

What has improved since the last inspection?

All actions raised at the last inspection have been addressed. Staff attendance is recorded on a daily basis. There is a procedure for administering medication to children which now includes keeping written records and obtaining parents signatures to acknowledge the entry. Parental consent is now requested to seek emergency medical treatment or advice and the complaints procedure now includes Ofsted's details. The washing machine is now unplugged and not used when children are present.

What is being done well?

- Operating a higher staff to child ratio than required and having seven out of eight staff qualified on the day of inspection. All staff undertake regular training and have up to date First Aid, Food Hygiene and Child Protection training.
- Good interaction with the children is provided by the whole staff team. Children are offered age appropriate activities, tools and resources which they show great interest in. The nursery plan for the different ages of the children using both 'Birth to 3 Matters' and the 'Foundation Stages of Learning' to ensure all children are developing their skills.
- Good use is made of the space and resources. Children access different activities in the variety of areas used, also extending to the exciting outdoor play areas available. The premises are inviting to both parents and children. There are beautiful displays of children's artwork, that includes their own labels and photos of the children.
- Good attention is given to health and safety issues. Children's safety is a priority. Staff complete an induction period which covers all aspects of health

and safety within the nursery to ensure all are aware of the correct procedures.

- The nursery works closely in partnership with parents, sharing information in both verbal and written formats. A video lending library is available to parents and all children have 'red books' that staff and parents comment in. Parent questionnaires state that they are very happy with the service provided and of the information they receive on their children.

An aspect of outstanding practice:

The nursery fully nurtures children's individuality, including those with special educational needs, special dietary needs or with English as an additional language. Individual routines are followed in relation to sleep times and food likes and dislikes. The staff team work together to provide age appropriate activities which are inclusive of all the children's attending. They have regard to the physical environment, adapting activities, working closely with parents, respecting privacy, a commitment to training and regularly reviewing their practice. Parents are welcomed into the nursery to work with staff on individual plans for their children, they are fully involved in their children's learning and development.

What needs to be improved?

- Evidence to demonstrate the safety of electrical appliances.

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	Demonstrate the safety of electrical appliances to ensure that they do not pose a hazard.

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

How effective is the nursery education?

Childs Play Nursery offers high quality education where children are making very good progress towards the early learning goals.

Teaching is very good. The staff are very enthusiastic and committed to their role. They provide well prepared activities. These interest the children who participate enthusiastically. The well planned activities ensure that children learn through play and are making excellent progress through the stepping stones. The long, medium and short term plans are very clear. Staff effectively use the curriculum guidance when planning and clearly record the learning intentions. This demonstrates a very good understanding of the early learning goals. Staff record what the children can do and use their written observations to plan for each child's next stage of learning.

Leadership and Management is very good. The manager works with the children and is incredibly enthusiastic and motivated. All the staff say she is very supportive. She is committed to ensuring staff can access, and regularly attend, training which relates to the foundation stage. This ensures that staff keep up to date with current practice and bring fresh ideas into the setting. The manager is aware of the individual strengths staff bring and ensures these are used in the teaching. However she is also aware of areas staff need to develop and supports staff in developing these areas during appraisal meetings and by encouraging them to attend courses. The well managed staff work efficiently, effectively and happily as a team.

Partnership with parents is very good. All children have a developmental 'red' book. Staff use their written observations to record what children have done and relate this to the early learning goals. The books are sent home with ideas for the parents to develop learning at home. This ensures parents are kept very informed and are encouraged to be involved in their child's learning. Parents receive a curriculum policy and the plans are displayed.

What is being done well?

- Children have a great interest in books. The children regularly make their own books to re-visit topics they have covered or to tell imaginary stories with the children as characters. The books include the children's photos and their writing. Children listen with great enthusiasm and pride when they are re-told.
- Children regularly learn about and explore their natural environment. Within the setting they have a wormery, butterfly farm, wasps nest, frogs and nursery pets. In the garden children regularly dig looking for mini beasts and use magnifying glasses to explore them in detail.
- Children are very confident when participating in mathematical activities. They are able to count, add and subtract, recognise and write numerals 1-10. They confidently discuss weight. This is done with the daily use of cooking

activities with the children weighing all the ingredients and saying whether they need more or less.

- The children are very well taught. Staff are very committed and provide very well planned activities. Many of the activities are available in the nursery or garden with the garden particularly well used to support learning. Staff are very aware and supportive of children with special needs. They will adapt activities ensuring all children are able to participate successfully. Staff extend activities if children are showing a particular interest.
- The staff are very well managed. The manager ensures all staff feel included which enable the team to work very well together. The manager is able to highlight strengths and weaknesses and is very committed to developing areas they consider to be weaker.
- Excellent links are developed with parents. They are welcomed into the setting and are able to participate in their child's learning through the use of the observation books which are regularly sent home. Many parents contribute to their book which ensures they are involved in their children's learning.

What needs to be improved?

- children's independence in pouring their own drinks at snack time and in serving their own food.

What has improved since the last inspection?

Progress since the last inspection is very good.

The setting was asked to ensure that planning more sharply identifies the needs of three and four year olds. The children all have written Individual Teaching Targets which highlights their next area of learning. Staff use these to record on the plans the children they specifically want to target. This clearly shows how three and four year olds are separately planned for.

The setting was also asked to consider the inclusion of more comprehensive information about the curriculum in their information for parents. Parents now receive a written curriculum policy which clearly informs them of the aims of the curriculum and how it will be delivered in the setting. This ensures that parents are kept very well informed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff and children have excellent relationships. The children are very caring towards the staff and each other. Children are made to feel very valued with regular praise from staff and with one child being 'Star of the Week'. Staff ensure all children are included. The children are happy and confident to choose their activities. Their independence is good except at snack and meal times where their drinks and food are served for them. The children are very well behaved, knowing right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have excellent language skills and use a wide vocabulary. Staff regularly extend conversations by asking open ended questions, giving explanations and introducing new words. Children love looking at books and enthusiastically listen to stories. They handle books correctly. Children are able to link sounds to letters and know that print carries meaning. They are confident to practice writing and write recognisable letters. Children often write the words for their work and displays.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Confidence with numbers is excellent. Children can count, write and recognise numerals 1-10. Many children can count further. Children are able to add and subtract correctly stating what happens if more are added or taken away. Children regularly explore weight and height. They are able to recognise shapes and can sort and match a wide range of items. Children regularly use mathematical language to discuss size and position including big, medium, small, next to, under and beside.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There are lots of regular opportunities for children to explore their natural environment and the world outside nursery. Children participate in mini-beast and growing activities. Festivals are celebrated in great detail and in a way young children can understand. The children have daily access to computers. They very confidently use programmes to support their learning. Children enjoy constructing with a range of materials selecting resources and tools to competently assemble and join.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Regular opportunities are provided in which children can practice their climbing, throwing, balancing and ball skills. Children participate in these activities with enthusiasm and developing control. They are able to co-ordinate their movements and are aware of each other's space. Children regularly use, with good control, a range of tools and equipment which develop their fine motor skills including pencils, scissors, rolling pins, pegs and small construction items.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children regularly explore colour and texture in a wide range of activities in the nursery and the garden. They participate in creative activities selecting from a varied range of paint, glue and other materials. Children really enjoy music participating regularly in singing and dance activities. They explore a range of instruments from around the world listening to the different sounds they make. Imagination is well used in spontaneous role play where children carry out detailed games.

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 improve the following:
- continue to develop children's personal independence by encouraging them to pour their own drinks or serve their food at snack and meal times.

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.