



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY222121

DfES Number: 539432

INSPECTION DETAILS

Inspection Date	12/11/2004
Inspector Name	Christine Hands

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Childs Play Pre-School
Setting Address	St Hughes Church Hall Granville Street Market Harborough Leicestershire LE16 9EU

REGISTERED PROVIDER DETAILS

Name	Mrs Dina Wheat
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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

Childs Play Pre-school was established in 2001. It is privately owned and registered to provide sessional day care for up to 24 children from 2 to 5 years of age. It opens daily during school term times between the hours of 09:20 and 12:20. The session on a Monday is extended to 13:20 to include a lunch time session for pre-school children to bring their lunches. The pre-school runs from the St.Hugh's Church Hall in Market Harborough.

The pre-school serves the town of Market Harborough and the surrounding area. It is registered to accept nursery funding. At present there are 42 children on roll including 16 funded children. Children are grouped together in one large hall with access to a kitchen and toilet area. The intake of children reflects a variety of social and economic backgrounds but there is limited cultural diversity. At present there are no children in attendance for whom English is an additional language.

There are three full time members of staff all of whom hold a recognised child care qualification, and two part time members. The pre-school receives support from the local Early Years Development and Childcare Partnership through visits from a qualified teacher.

How good is the Day Care?

Child's Play Pre-school provides good quality care for children. The three full time staff all have early years qualifications. Staff work well as a team and through the key worker system are able to meet the needs of all children attending. There are comprehensive policies and procedures to ensure safety within the setting.

Safety within the pre-school is considered to be a high priority and a comprehensive risk assessment is regularly carried out. Good health and hygiene are promoted. Children have access to drinks during the session and are provided with a varied menu of healthy and nutritious snacks. Although there are no children attending at present who speak English as an additional language, staff have plans in place to ensure they can be supported. Staff have a good knowledge of child protection

procedures and what their responsibilities are.

Children are able to access a range of activities to promote their welfare and develop their emotional, physical, social and intellectual capabilities. Planning is used and children enjoy the activities and are purposefully occupied, however group activities do not always enable children to participate at their own level. Resources used and the celebration of festivals assist in promoting diversity within society. Staff are consistent in the way they deal with behaviour management and take into consideration both the ages and stages of development of the children.

Partnership with parents is very good. The pre-school often sends questionnaires to parents to ensure they are offering a good service. Any comments made are considered carefully. Staff send home a 'boomerang' book detailing what the child has been doing, and parents are able to add to this. A notice board in the entrance hall details topics as well as other information and parents are asked if they will assist in their child's learning at home.

What has improved since the last inspection?

At the last inspection a number of actions were raised. The group was asked to record children's hours of

attendance, conduct a risk assessment and ensure that parental signatures were obtained for all medication given as well as written permission for the staff to obtain emergency medical treatment for children. They were also asked to make all parents aware of the complaints procedure and ensure that the child protection procedure was in line with local ACPC procedures. The hours of attendance for children are now recorded if a child arrives after the session has started or leaves before the end. This ensures that staff are always aware of which children are in the group at all times. A formal risk assessment is carried out on a regular basis and recorded. In addition a daily informal risk assessment is completed and any major issues added to the formal assessment. This ensures that all steps have been taken to minimise risks to children. Parental signatures have been obtained for administering all medication and to allow staff to obtain emergency medical treatment for children. Although the group does not normally administer medicines these actions have further promoted the good health of children. Information about the complaints procedure is now included in the handbook given to parents and the child protection procedure has been amended to ensure that it is in line with local ACPC procedures and all staff are now aware of this.

What is being done well?

- Staff are keen to gain more knowledge and develop their skills and practice by completing on-going training therefore giving them a greater understanding of how the needs of all children can be met.
- Staff provide a good range of resources and opportunities to develop children's understanding and awareness of diversity and involve the local

community to ensure children are aware of their surroundings and gain a greater understanding of other people.

- Positive steps are taken to promote a safe environment for children. Comprehensive risk assessments are undertaken to ensure hazards to children are minimised.
- Staff have developed excellent relationships with parents. They actively seek the views of parents and use the information gained to assess their own strengths and weaknesses, therefore improving the quality of the care offered.

What needs to be improved?

- the organisation of group times to ensure children are all able to participate at their own level.

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 1 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
2	Organise groupings of children to enable all to participate at their own levels.

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

How effective is the nursery education?

Child's Play Pre-School provides an attractive and well organised learning environment where children make generally good progress toward the early learning goals.

A varied programme of activities is offered which supports the children and promotes all six areas of learning. The quality of teaching is generally good. Staff engage children and foster self esteem. Children's behaviour is good and encouraged through the use of positive praise and encouragement. An interesting range of activities is planned, from which children can choose freely. They can follow their own interests and are offered support when needed. Planning and assessment clearly show how activities link to the stepping stones in all six areas of learning in the Foundation Stage curriculum. Regular assessments take place and staff are aware of how they can support individual children although limited resources are available for more able children to experience challenges in technology. There are no funded children registered as having special educational needs, however an effective support system is in place.

The leadership and management of the group is generally good. All staff are positively encouraged and supported to undertake further training. Staff have clear roles and responsibilities and are well deployed throughout the pre-school. Staff are constantly looking for ways to improve the group and feedback from parents is welcomed. Staff work well as a team and have a clear understanding of the Foundation Stage curriculum.

The partnership with parents and carers is very good. Parents are welcome in the pre-school and are kept informed of events and themes through regular newsletters and a boomerang book in which both parents and staff write comments. There is written information about the foundation stage curriculum. Parents are aware who the key worker is for their child and they have opportunity to talk to staff and share their child's achievements.

What is being done well?

- Staff have a clear understanding of the early learning goals and provide an interesting curriculum for the children. As a result children are progressing well in all areas of learning and very well in some.
- Staff work well as a team and present as good role models for children. In response to this children are making very good progress in the area of personal, social and emotional development and they behave well.
- Staff work effectively with parents to support children's learning. They provide parents with relevant information about the setting and the children's progress.

What needs to be improved?
<ul style="list-style-type: none"> ● opportunities for children to see their name written ● the provision of a wider range of technology equipment to meet the needs of older/more able children ● opportunities for children to spontaneously use musical instruments.

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are able to express their needs with confidence and show care and concern for others, relating well both to each other and staff. They are motivated to learn and select and carry out activities independently, and with support when needed. They demonstrate a good level of perseverance at activities. Children's behaviour is good through the use of praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff engage children in conversations and their thoughts and ideas are valued. Children are encouraged to recognise and write their own name, however opportunities to see their name written is limited. Children respond well and join in with songs and rhymes, however, because of the groupings of the children not all are able to participate at their own level. They can access a stimulating reading area and have opportunities to enjoy stories both individually and in groups.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children count reliably to ten and beyond. They recall and use numbers in everyday situations, such as in role play, at song time and at snack time. Children have an understanding of basic addition and subtraction which is developed through both planned and every day activities. Children use mathematical language well to compare shape, position and size. They can match colour and shape to create simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and find out about their environment, through planned activities and outings. They are encouraged to construct with a purpose in mind using a variety of natural and man-made resources. Children talk about their own families and past experiences in their own lives. Children have opportunities to operate simple equipment, however resources to support older or more able children's learning through technology are limited.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop their fine and gross motor skills through effective use of a wide range of small equipment e.g. scissors, bean bags and balls and large apparatus, trampoline, slide and balancing beams. Space is well utilised and children move spontaneously and safely therein. They are developing an understanding that good practices with regard to eating and hygiene can lead to good health.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are given opportunities to explore colour, texture and shape through a variety of media. They play collaboratively and imaginatively, engaging in the same theme. Children are encouraged to use creative expression in movement and when listening to music. They are enthusiastic when taking part in singing and do so both in groups and individually. Opportunities to use musical instruments spontaneously is limited, however these are used regularly during planned activities.	

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

- provide suitable equipment and opportunities to support older/more able children in acquisition of skills in technology
- provide more opportunities for children to see their name written
- provide more opportunities for children to have free access to musical instruments.

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.