



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122429

DfES Number: 521973

INSPECTION DETAILS

Inspection Date	05/10/2004
Inspector Name	Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Farleigh Playschool
Setting Address	Farleigh Primary School Farleigh Road Warlingham Surrey CR6 9EJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Farleigh Playschool 1060132
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ORGANISATION DETAILS

Name	Farleigh Playschool
Address	c/o Farleigh Primary School Farleigh Road Warlingham Surrey CR6 9EJ

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

Farleigh Playschool has been registered since 1991. It operates from a purpose-designed area within Farleigh Primary School, near Warlingham, Surrey and serves the local community. Children have access to a group room with adjoining toilet and hand washing facilities. Children also benefit from having supervised access to the school playground, hall, playing fields and garden.

There are currently 31 children, aged from two to four years, on roll. This includes 15 funded three-year-olds and two funded four-year-olds. Staff are experienced in supporting children with special educational needs and children who speak English as an additional language.

The group is open Monday to Friday, during term time, from 08:45 to 11:45. An afternoon session operates from 12:45 to 15:15 from Monday to Thursday. Children attend a variety of sessions.

A team of seven staff work with the children. Of these, five staff hold recognised early years qualifications -Diploma in Pre-School Practice (DPP) and NVQ Level 3 in Early Years Care and Education. One member of staff is currently undertaking NVQ Level 3 training. Additional staff provide emergency cover for staff absence.

How good is the Day Care?

Farleigh Playschool provides good quality care for children.

Staff are experienced childcare professionals and hold relevant qualifications. They work very well together as a team and are committed to high quality. The organisation of the playschool is very good. An effective management structure is in place and several staff share managerial responsibilities. The premises are very well-maintained and provide a bright and welcoming environment. There is a good selection of high quality resources and play materials, which children can access easily. Comprehensive documentation is maintained, although some minor details

are missing from some policies.

Staff demonstrate high levels of awareness of children's safety and precautions are taken to ensure children are safe and secure. Staff teach children about the importance of good hygiene practice, such as hand washing, and provide good examples to children. Children's dietary needs are catered for and staff actively promote anti-discriminatory practice within the daily routine. Staff have attended training in child protection and understand their responsibilities.

Staff provide a stimulating range of activities. Curriculum plans clearly relate to the Foundation Stage and children's progress is carefully monitored. Staff interact very well with the children and are attentive to their differing needs. Staff are experienced in supporting children with special educational needs and good provision is in place. Children's behaviour is managed well. Children respond well to the positive atmosphere created by staff and play co-operatively together.

Staff work very well with parents and ensure they are fully informed of all playschool policies, staffing information and forthcoming activities and topics. Good procedures are in place to ensure parents are informed of their children's progress and daily achievements.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff are committed to ensuring all children receive a high standard of care. They are dedicated to all the children in the playschool and meet their individual needs accordingly.
- Staff have a clear understanding of how children learn and provide an appropriate range of practical activities.
- Staff provide a very homely, relaxed and loving atmosphere, in which children feel safe, secure and happy.
- Staff offer a very welcoming and friendly environment for parents. They ensure parents have adequate time to settle their children appropriately and offer plenty of support and advice.
- Staff are extremely experienced in supporting children with special educational needs and good provision is in place for integrating all children into the playschool and offering appropriate levels of support.

What needs to be improved?

- the details stated in the policy for a lost or uncollected child.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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	Review the documentation relating to a lost/uncollected child to ensure it contains necessary details.

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

How effective is the nursery education?

The provision for nursery education at Farleigh Playschool is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff are professionally qualified and are committed to increasing their knowledge and skills through the completion of further training. They have extensive experience in supporting children with special educational needs and good provision is in place to ensure all children are fully integrated into the group. Staff use practical, imaginative and fun teaching methods, to enable children to enjoy learning and develop new skills. They develop strong relationships with children and interact well with them. Staff enjoy playing with children and provide a caring, happy and friendly atmosphere. Curriculum plans are detailed and relate clearly to the early learning goals. All activities are well-prepared and have clear learning intentions. Most activities are organised well, and provision is in place to ensure more able children are challenged effectively.

The leadership and management are very good. There is an effective management structure in place and all responsibilities are shared amongst the team. Staff are extremely dedicated and committed to the success of the playschool and an effective self-evaluation system enables staff to identify areas for improvement. A staff appraisal system is in place to support staff's professional development and identify potential training needs.

The partnership with parents is very good. Parents are welcomed into the playschool at all times and staff provide a relaxed and friendly environment. Good provision is made to ensure parents are fully involved in their children's education and staff offer ways in which parents can extend learning at home.

What is being done well?

- Children are confident and sociable and interested in their surroundings. They show curiosity and a willingness to learn and acquire new skills.
- Staff are professional early years practitioners who have a clear understanding of how children learn. Teaching methods are practical and imaginative and encourage children to develop an interest in learning.
- Children's communication skills are developing well. They have good language skills and engage in conversation with both adults and other children. They enjoy looking at books and are developing good writing skills.
- Children's mathematical skills are good. They show an understanding of concepts such as number, shape, size and pattern and implement these in daily activities.

- Staff manage children's behaviour well. Effective strategies encourage children to show courtesy and respect for one another and have an understanding of other people's needs.

What needs to be improved?

- the formal recording of curriculum planning for more able children.

What has improved since the last inspection?

Staff have made very good progress in meeting the one point for consideration raised at the last Ofsted inspection in 1999.

At the last inspection, staff agreed to provide more information for parents about the Foundation Stage curriculum. To address this issue, staff have revised the information provided in the playschool prospectus and now include comprehensive information on all six areas of learning, together with the early years principles of learning. A clearly visible parents' notice board provides information on the playschool's current topics and themes, together with the weekly activity plans and intended learning outcomes and stepping stones to be covered for all activities. This enables parents to be fully involved in their children's learning and to have a clear understanding of the playschool's expectations of children and the curriculum that is planned for them.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are developing good relationships and socialise well with their peers and adults. They understand the need to share and take turns when playing together and show good levels of co-operation. Children's behaviour is good and they respond well to the positive environment created by staff. Children are beginning to understand differences in their lives to others around them. They talk happily about their home life and family and are beginning to show care and concern for others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children's communication skills are well-developed. They talk to staff and their peers about themselves and their families and participate well in group discussion. Children's writing skills are progressing well. Good provision enables children to practise writing for a purpose, particularly during role play and children are beginning to show an interest in letters and sounds. They enjoy books and listen attentively to stories.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently and recognise numbers that are important to them, such as their age, and enjoy number rhymes and songs. Children are beginning to understand the concept of simple calculation and use numbers practically during number rhymes to add on and take numbers away. Children's understanding of space, shape and measure is developing well and they explore the concepts of weight, size and pattern through practical maths activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are developing an interest in the wider world. They use a range of tools and equipment to explore their surroundings. They look at minibeasts through magnifying glasses, explore objects using magnets and discover which objects float and sink. Children are beginning to understand past and present and discuss people, places and events in their own lives, particularly features of the local community. Children use a range of electronic resources and show an interest in how things work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and in a variety of ways. A good range of resources and apparatus, enables children to run, climb, hop, balance and use wheeled toys and they show good co-ordination. Children understand the importance of keeping healthy and personal hygiene and are beginning to recognise how their bodies work. Children's fine motor skills are developing well. They are competent in using and selecting tools, such as scissors, paintbrushes and writing materials.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use their senses to explore colour, shape and a range of textures. They enjoy sensory play, such as playing with sand, water and dough. Children enjoy music and respond enthusiastically during music sessions. They make and play their own musical instruments. They experiment with sound and enjoy clapping out rhythms. Children use their imagination and express their ideas in a variety of different ways. Good provision is in place for children to enjoy role play.	

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:
- continue to monitor the current organisation of activities and the daily routine, enabling all children to be challenged appropriately at all 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.