



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 404928

DfES Number: 518972

INSPECTION DETAILS

Inspection Date 19/01/2004

Inspector Name Linda Fair

SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name Playaway Pre-School

Setting Address Stifford Parish Hall
Crammavill Street
GRAYS
Essex
RM16 2BA

REGISTERED PROVIDER DETAILS

Name Mrs Gloria Ann Burton

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

Playaway Pre-school opened in 1975. It operates from the Stifford Parish Hall in Grays. The Pre-school serves the local area.

There are currently 79 children on roll. This includes 43 funded 3 year olds and 12 funded 4 year olds. Children attend for a variety of sessions. The setting supports children who have special needs. There are currently no children attending who have English as an additional language.

The group opens 5 days a week during school term times from 09:15 until 12:00 and Monday, Thursday and Friday from 12:45 until 15:15.

There are 9 members of staff working with the children, 7 members of staff have Early Years qualifications and 1 member of staff is currently on a training programme.

How good is the Day Care?

Playaway Pre-School offers satisfactory care for children. The setting offers children a friendly, secure environment in which they can play and learn. The facility is organised to ensure that staff work directly with the children and good use is made of the available space. The operational plan and documentation requires attention. Plans are currently being addressed to provide better toileting facilities.

Most safety issues have been addressed and staff are active in promoting good hygiene procedures with the children. Healthy snacks and drinks are provided and all staff are aware of any dietary requirements or allergies that children might have.

There are caring, thorough procedures in place for working with children with special needs and staff have a perceptive awareness of children's individual needs. Children enjoy their play. They are interested in the varied range of activities made available to them and they respond well to the clear direction and praise frequently offered to them by staff.

The partnership with parents is good. Staff welcome parents into the setting and share information about the children daily. Policies, notice boards and newsletters keep them well informed about the provision and on the areas of a child's learning.

What has improved since the last inspection?

Since the last inspection it was agreed that evidence was to be provided that all staff working with children have been vetted. The deputy was to achieve a level 3 qualification and a policy was to be devised about the exclusion of children who are ill or infectious. This was to be discussed with parents.

All staff have undergone the checking procedure, although the setting is currently awaiting clearance on a new member of staff. The deputy has attended child protection and equal opportunity courses to ensure that she is level 3 qualified. There is now a policy in place on the exclusion of children who are ill or infectious. This has been made available to parents.

What is being done well?

- Staff are effectively deployed and are involved in the children's play.
- The setting has a broad range of clean and well maintained toys.
- Parents are made welcome into the setting by a friendly, approachable staff team.
- Sensitive procedures are in place for working with children with special needs and there are effective working relationships with outside professionals.

What needs to be improved?

- the provision of sufficient, suitable toilet, hand washing and nappy changing facilities
- the operational plan
- children's safety regarding the heaters
- written policies and the registration system.

Outcome of the inspection

Satisfactory

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
4	Provide an action plan detailing how to provide suitable, sufficient toilet, hand washing and nappy changing facilities to children.	01/03/2004

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

Std	Recommendation
2	Ensure that the operational plan includes appointing procedures, current appraisals and procedures for responding to parental feedback.
6	Ensure heater guards are made safe.
14	Ensure that the uncollected child policy, outings policy, behaviour management policy, complaints procedure and child protection policy are implemented or updated and that the registers contain times of arrival and departure for both children and staff.

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 Playaway Pre-School is of good quality overall. Children are making generally good progress towards the early learning goals in five areas of learning and progress is limited by some significant weaknesses in the programme for communication, language and literacy.

Teaching is generally good. Staff make good use of the environment and work directly with the children. They provide them with a variety of activities with which they can play and learn. Children are supported well by adults who frequently praise and encourage them. Staff know the children well and they ask them questions which makes them think. Behaviour is good. Knowledge of the Foundation Stage is not consistent amongst all staff and this results in some missed opportunities for the children. Children with special needs are supported well. There are no children attending with English as an additional language.

Leadership and management is generally good. Staff meetings ensure that all members of staff are involved in the planning of activities, and are clear about their roles and responsibilities within the setting. The manager is aware of monitoring and evaluating the provision, and a system will be devised to enable parents to make comments about the setting. The provider is aware that some staff require training in the Foundation Stage.

Partnership with parents is generally good. Parents are able to approach staff and discuss their children's progress. However, parents comments and observations about their children's progress are not added to the children's developmental records to inform future planning. Parents are welcomed into the setting and receive a variety of information about the group and it's planned activities.

What is being done well?

- Relationships within the group are developing well. Children work co-operatively together and are encouraged to negotiate and take turns.
- Staff interact effectively with the children and engage them in conversations. Children learn about addition and subtraction through the staff's excellent interaction when children participate in number songs and rhymes.
- Children are provided with an effective variety of role play resources which enables them to act out real life situations. The role play area is changed regularly.
- Children are frequently given the opportunity to develop their physical skills. Through planned activities they have access to a variety of small tools and they use the large climbing frame daily.

What needs to be improved?

- staff training
- activities and experiences which challenge children within all areas of learning, but particularly communication, language and literacy
- procedures to develop activity plans to include the learning intentions, and to develop assessment systems for use in planning to enable children to make progress towards the early learning goals and enable staff to plan the next steps of their learning.

What has improved since the last inspection?

The setting has made limited progress since the last inspection.

The manager has completed written documentation for parents detailing staff's deployment throughout the session. However, deployment of staff is not included on the activity plans. The provider is considering devising a written staff rota system which clearly identifies how staff will be deployed during the planned activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are motivated to learn. They are interested in the planned activities and know the routine well. They have sound relationships with staff and each other. They co-operate and work well together and behaviour is good. Children respond positively to the staff's clear guidance and praise. Children practise some self care skills. However, there are insufficient opportunities for them to develop their personal independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children listen attentively to stories and respond with enjoyment to songs and rhymes. Older children are able to write their names. There are missed opportunities for children to link sounds to letters, for the more able children to extend their writing skills and for the younger children to recognise their names. The organisation of the mark making materials does not allow children to access them independently and practise their emergent or incidental writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count to ten and beyond and recognise some numerals. They learn about addition and subtraction through the staff's effective interaction when singing and acting out number songs and rhymes such as, five current buns. They are able to demonstrate huge, tiny and small as they are involved in singing Goldilocks and The Three Bears. However, there are some missed opportunities for children to practice counting during everyday routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children observe growth as they plant grass seeds and talk about the changes. They design and make models with construction sets during planned activities, creating models such as go-karts. However, the organisation of resources does not allow children to independently access and practise their skills to build, construct and join. Children talk about past and present events in their lives, although there are few opportunities for them to find out about a sense of place.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently and with control. They use space showing an awareness of others. They continually use the climbing frame exploring different ways in which they can use it. They throw beanbags into buckets, use the obstacle course and enjoy using the parachute. Children are able to use a range of small equipment and tools with increasing skill and they explore a range of malleable materials. There are limited opportunities for children to learn about health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour and texture as they make Chinese hats and teddy bear masks using fur. They use their imagination skills excellently as they act out real life situations in the home corner. Children learn about sound as they make musical instruments and listen to Chinese music. They talk about their likes and dislikes as they taste prawn crackers and rice cakes. There are insufficient opportunities for children to independently explore and express their own ideas through art and design.

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

- review staff's training needs to ensure all staff receive appropriate training for the Foundation stage
- improve the activities and experiences which challenge children within all areas of learning, particularly communication, language and literacy
- develop activity plans to include the learning intentions, and develop assessment systems for use in planning to enable children to make progress towards the early learning goals and enable staff to plan the next steps of their learning.

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.