



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 507693

DfES Number: 515291

### INSPECTION DETAILS

Inspection Date	24/05/2004
Inspector Name	Jan Burnet

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Playdays Pre-school
Setting Address	Remembrance Road Coventry West Midlands CV3 3DG

### REGISTERED PROVIDER DETAILS

Name	The Committee of Playdays Pre School
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### ORGANISATION DETAILS

Name	Playdays Pre School
Address	Remembrance Road Coventry West Midlands CV3 3DG

## 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

Playdays Pre-school opened as a playgroup in 1984. It operates in the lounge of the Willenhall Free Church. There is direct access to a safely enclosed outdoor play area and a kitchen and toilets are off the entrance area. A service is provided for children between the ages of two years six months and under five years. Most children live locally but vacancies are available to all who apply. The group operates term time only, Monday to Friday from 09:15 until 11:45.

There are four staff on duty at all times including the manager. The manager and deputy have early years level three qualifications and one assistant is close to achieving the same qualification.

A total of 23 children are currently on roll; 14 are funded three year olds and five are funded four year olds. The pre-school is supported by an Early Years Development Childcare Partnership teacher. A service is provided for children with special educational needs. There are currently no children who speak English as an additional language.

The pre-school has Pre-school Learning Alliance membership.

### How good is the Day Care?

Playdays Pre-School provides satisfactory care for children. Staff ensure that the environment is warm and welcoming and good organisation and use of space ensures that needs of children at different stages of development are met. Routines and the quantity and quality of toys are good. Staff/child ratios currently exceed the minimum required standard as four staff care for 23 children and only three are two-year-olds. Staff demonstrate a commitment to developing their skills and knowledge by regularly attending training. Documentation and records are kept in good order. However, procedures for recruitment and selection and a child who may become lost should be developed. Times should be included in the attendance record.

Safety is generally given a high priority but children could access the kitchen. Security is good. Staff are active in promoting good health and hygiene but currently none hold an in date first aid certificate. One staff member has completed basic food hygiene training. Children are provided with a drink and snack at around 11:00.

The interaction between the staff and the children is good. Staff are aware of individual needs and establish good relationships with the children. Routines are consistent and the children are settled and happy. The management of behaviour is good. Children generally behave well and are reminded of behaviour boundaries. Staff ensure that children with special needs are well supported. They work closely with parents and other professionals to help children reach their full potential. Resources that reflect positive images of culture, gender and disability are good.

Staff work well in partnership with parents. A comprehensive prospectus is provided and a monthly newsletter includes information on the current topic.

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

Two actions were raised at the previous inspection.

The setting was asked to develop risk assessments and this has been satisfactorily addressed.

The setting was asked to develop an operational plan. This has also been addressed although staff management issues re supervision and appraisal have not yet been considered and a written procedure in the event of a child being lost should be developed.

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

- The relationships between the staff and the children are good. Activity planning is good. Children are happy and settled and show great interest in the variety of stimulating activities provided for them.
- The outdoor play area is used very creatively. A good variety of toys and activities are set out daily and children have free movement to play indoors or outside.
- The management of behaviour is good. Children are becoming aware of how their behaviour affects others and how it is important to be kind, considerate and a good friend.

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

- the procedures for recruitment and selection of staff
- the written procedure to be followed in the event of a child being lost
- the inaccessibility of the kitchen
- the development of an action plan detailing how at least one member of staff

with a current first aid certificate will be on the premises or on outings at any one time

- the inclusion of times of attendance in the daily record of children looked after.

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

Std	Recommendation
1	Ensure that there are procedures in place for recruitment and selection of staff.
2	Develop a written procedure to be followed in the event of a child being lost.
4	Make the kitchen inaccessible to the children.
7	Develop and implement an action plan detailing how at least one member of staff with a current first aid certificate will be on the premises or on outings at any one time.
14	Include times of attendance in the daily record of children looked after.

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

### **How effective is the nursery education?**

Playdays Pre-school offers generally good quality nursery education, which helps three and four year old children make progress along the stepping stones towards the early learning goals. Children make very good progress in personal, social and emotional development, communication, language and literacy, mathematical development and creative development.

Teaching is generally good. Staff plan a good range of activities and organise a well balanced routine. They demonstrate knowledge of the stepping stones and group children with key workers according to their stage of development. However, staff do not regularly record observations and so do not have dated information for assessment records that would inform future planning for individual children. The environment is welcoming and inviting and resources are generally good. The management of behaviour is very good. Staff work well with other professionals to ensure that children's individual needs are met.

Leadership and management are generally good. Staff work well as a team and communication is good. They are aided in monitoring and evaluating the provision of care and education by the Pre-School Learning Alliance and the Early Years Development and Childcare Partnership. Training is given a high priority. However, there are currently no procedures for recruitment, selection, induction and appraisal and an evaluation of the provision is not included at staff meetings.

The partnership with parents is generally good. A comprehensive prospectus is provided and includes some information on the six areas of learning. A monthly letter is sent out with information on the theme and activities. However, information on the notice board in the entrance area is very limited. Parents are not asked to share information that staff could then include in assessment records and inform planning. Records are sent home at the end of the year.

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

- Relationships are good. Children are settled, happy, sociable and confident. They are learning the importance of being kind and helping each other.
- Manipulative skills are developing well with daily use of pencils and a good range of small tools and equipment.
- Provision for creative development is good. Children show good imagination and have free access to a variety of media.
- Counting, numeral recognition and problem solving are integrated well into daily activities.
- Children benefit from a range of well planned activities that encourage them to explore and investigate living things.

**What needs to be improved?**

- opportunities for children to develop climbing and balancing skills with the use of equipment that will challenge them effectively
- opportunities for children to explore the local environment
- the use of observations as recorded evidence, along with information from parents, that will be used to complete assessment records and inform planning for individual children.

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

Improvement since the last inspection is very good. There were two key issues raised.

The provider was asked to provide more opportunities for children to listen to and respond imaginatively to a wider range of music and use a larger selection of musical instruments.

The use of musical instruments is part of the daily routine. Children are free to select and are supported well by staff in experimenting with volume and rhythm. Movement to music is planned weekly.

The provider was asked to extend the choice of technological toys and equipment for children to explore and investigate.

The children are well supported, or operate independently, equipment that includes an audio tape player and earphones, cash register and digital telephones.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, keen, interested and secure. They are enthusiastic about involvement in adult led activities and also confidently choose activities set out for them. They are very sociable, express their feelings and speak confidently to staff and visitors. Some friendships have formed. They are developing an awareness of feelings and the importance of helping each other and sharing. Children are developing personal independence. They are learning about different cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Speaking and listening skills are developing well. Children speak confidently to staff, other children and to visitors. They eagerly respond when asked questions at story time. Children are beginning to recognise their name by selecting name cards on arrival and at snack time. They are beginning to link sound to letters. They have constant opportunities to develop fine manipulative skills and practise pencil control daily. Some four year old children can write their first name without support.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count continually during the session. All count confidently to five and some to 10. They are learning to recognise numbers to five by linking counting and numerals in a variety of ways. More able children are now ready to progress beyond five. Children have many opportunities to recognise and name shapes and recreate patterns. They are developing an understanding of addition and subtraction with good practical activities and are learning about measurement and capacity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a good variety of opportunities to explore and investigate. They learn about how plants and other living things grow and change, for example caterpillar to butterfly. Children build and mould with a good variety of materials and select appropriate tools that enable them to do so. They confidently use information technology equipment. Children are developing an awareness of past and present events. However, they are not learning about features in their local environment.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move with confidence, avoiding other children and obstacles whilst running or riding on wheeled toys. They move to music and copy adult body movements. They are developing an awareness of their own space and that of other children and learn about what happens to their bodies after exercise and when they eat healthy food. They regular practise and competently use a very good variety of small equipment. However, the choice of large equipment is limited and is rarely used.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children explore texture, smell, sound and taste and experiment with paint to create different colours. They build and mould with a good variety of materials. They move imaginatively to music and experiment with sound and rhythm using musical instruments. They re-enact their own experiences and situations at home and some children involve others in their role play. Children choose from a good variety of tools every day including scissors and work creatively on a large and small scale.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## 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 opportunities for children to develop climbing and balancing skills with the use of equipment that will challenge them effectively.
- Provide opportunities for children to explore the local environment.
- Develop a system for using observations as recorded evidence, along with information from parents, that will be used to complete assessment records and inform planning for individual children.

*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.*