



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110556

DfES Number: 538609

INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Lisa Jane Cupples

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Playhouse Pre School
Setting Address	Cove Methodist Church Cove Road Farnborough Hampshire GU14 0EX

REGISTERED PROVIDER DETAILS

Name	The Committee of The Playhouse Pre-School
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ORGANISATION DETAILS

Name	The Playhouse Pre-School
Address	Cove Methodist Church Cove Road Farnborough Hampshire GU14 0EX

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

Playhouse Pre-school is run by a parents' management committee. It opened in 2000 and operates from a hall in a church in Cove near Fleet, a residential area of Hampshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday during term-time only from 09:30 to 12:00.

There are currently 15 children aged from 2 to under 5 years on the roll. Of these, 12 children receive funding for nursery education. Children attend from the local community and surrounding areas. The pre-school supports a number of children with special needs and English as an additional language.

The pre-school employs three staff who work directly with the children. All three members of staff are currently working towards a qualification. The setting receives support from the Early Education and Childcare Unit and is a member of the Pre-school Learning Alliance.

How good is the Day Care?

Playhouse Pre-school provides satisfactory care for children. The setting is warm and welcoming and the children settle quickly on arrival. Staff deployment and the organisation of most routines and activities ensure the children are occupied. All three members of staff are currently undertaking training. Most paperwork is in place and maintained to a high standard.

The setting provides a safe environment for the children. Most safety features are in place and the building is secure. All visitors are required to sign in and out of the setting. Good hygiene practice is promoted throughout the pre-school. The setting provides a wide range of healthy and nutritious snacks, which the children enjoy during snack time. The staff have a clear understanding of equal opportunities and child protection procedures.

Staff have a good understanding of the developmental needs of children. This enables them to provide a balanced programme, helping to develop the children's

learning in most areas. The group Senco has not completed training but liaises well with parents and other agencies to support the children. Behaviour management is good, the staff are positive role models and the children are polite and show consideration for others.

Partnership with parents is good. All policies are shared openly and communication is strong. The new committee is formed by parents who are keen to take responsibility for the setting, however they are not yet familiar with their roles and responsibilities.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff have a sound understanding of how to protect children from illness and infection. Children are encouraged to wash their hands at appropriate times. All accidents and medication records are detailed and parents sign to acknowledge the entries, keeping them well informed.
- Snack time is very well organised and provides the children with ample opportunities to practice their social skills and develop their independence. Children often prepare their own snacks, for example, making pizza's. They are able pour their own drinks. All allergies, medical and dietary needs are recorded, helping to ensure the parents wishes are respected at all times.
- The staff manage the children's behaviour consistently and with a relaxed approach. They are able to calm some children who try to push the boundaries and clear rules effectively. The strategies used reflect the age and understanding of each child, helping them to develop a clear sense of right and wrong. Good behaviour is recognised and rewarded with praise and encouragement.
- Staff develop very strong relationships with the parents. Allocated keyworkers are available at the end of each session to discuss individual needs. Parents have access to the settings policies. The notice board, information table and newsletters help to ensure the parents are aware of current events and issues.

What needs to be improved?

- the support for the committee while they become familiar with their roles and responsibilities
- the safety of the drains in the outdoor play area
- the written risk assessment
- the Senco's knowledge and understanding of special needs and the Code of practice.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<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
6	Ensure an up-to-date risk assessment is in place.
6	Ensure the drains in the outdoor play area are made safe.
10	Ensure special needs training is undertaken.
12	Ensure the committee is supported and are aware of their roles and responsibilities.

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

How effective is the nursery education?

Playhouse Pre-school provision of nursery education is acceptable and of good quality. Children are making good progress towards the early learning goals in all six areas.

The quality of teaching is generally good. Staff have a basic understanding of the Foundation Stage and they know what they want the children to gain from each activity. However, many activities are adult led and the session routines and timing often prevent the children completing tasks or developing their ideas in some areas. Staff interact well with the children. They effectively question them to extend their learning and develop their vocabulary. The group Senco liaises well with parents and receives support from the area Senco. Staff manage the children's behaviour extremely well. Clear rules and boundaries are implemented calmly and children respond well to the high expectations of staff.

The leadership and management of the setting is generally good. Most of the committee are new in post and need support while they gain experience. The supervisor and staff are undertaking training. Daily routines and activities are evaluated, practice is amended as necessary to improve the quality. The supervisor is new in post and is adapting the systems to suit the staff. The setting receives support from the development worker and they are working towards the improvement of care and education for all children.

Partnership with parents is very good. Parents receive a detailed prospectus and policies. Newsletters and the notice board are used effectively. Parents are able to view their children's achievement records on request and can make written comments about their children's learning at home. Termly meetings are held to discuss the children's progress.

What is being done well?

- Children's progress in personal, social and emotional development is very good. They behave well and understand what is expected of them, for example, staff and children talk about the settings 'Golden Rules' at registration time, to help remind the children. The children are polite and show consideration for others. They are able to share and take turns well, for example, each child gives some of their play dough to other children as they join the activity, without any encouragement, ensuring all children can join in.
- Children's spoken language is developing well. Staff introduce new words to extend their vocabulary, repeating words and answering questions to explain the meanings to help the children to understand. Children are encouraged to express their ideas and feelings. Staff ask open-ended questions and allow the children time to think and respond.

- Staff build strong relationships with the children and their families. Parents are well informed of the progress their children are making. They have termly meetings with their keyworkers and the supervisor to discuss the children's achievements. Written records are clear and detailed. Parents can access them at any time on request. Parents are made welcome in the setting at any time and are encouraged to share information about their children's learning at home.

What needs to be improved?

- the opportunities for children to develop their emergent writing skills in a variety of situations, to promote their understanding of text being used for different purposes
- the mathematical programme, to introduce the concepts of simple pattern recognition, sequencing and problem solving and the opportunities for children to practice their counting skills using everyday objects to develop their number awareness
- the provision of programmable toys and information technology to extend and support the children's learning
- the use of the outdoor area, to provide more opportunities for the children to participate fully in a wide range of outdoor activities
- the opportunities for children to use their imaginations and develop their own ideas, particularly during art and craft activities
- the implementation of the curriculum planning, the timing and organisation of the daily routines to ensure all children are able to participate, complete the activities and reach their full potential in all areas of learning.

What has improved since the last inspection?

Not applicable, this is the settings first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are keen to learn and interested in the activities. They are able to sit quietly and concentrate well when required. Children are confident and separate easily from their carers. They form good relationships with adults and their peers. Children show high levels of independence during practical activities, free-play and self-care. They show consideration for others, behave well and are polite.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers. They are able to express their feelings and explain their ideas. Children enjoy stories and often retell narratives during role-play. They have a good vocabulary. Some children are beginning to recognise the shapes of letters and can link some sounds. There are few opportunities for children to practice their emergent writing skills and little use is made of the writing table to extend their understanding of print and text used for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently up to 11 and some recognise numerals up to 8. They are beginning to compare numbers and complete simple number operations with groups of objects. There are missed opportunities for the children to practice incidental counting during activities and few opportunities for them to begin to recognise simple patterns or sequencing. Children have few opportunities to begin problem solving. They use mathematical language to describe size, shape, quantity and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore resources during practical activities. They are able to recognise differences and similarities. Children can build and construct models using a wide range of materials. There are limited opportunities for children to use programmable toys or information technology during the sessions. Children have a good sense of time and place. They are beginning to show an awareness of other cultures and beliefs, developing their understanding of the world around them.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the setting. They enjoy musical movement activities. Children show good control and co-ordination during physical activities. Children have good spatial awareness and hand-eye co-ordination during practical activities. The children are able to run, jump and climb inside the pre-school. However, there are few opportunities to develop their skills in the outdoor area. Children are able to manipulate a wide range of tools and objects with increasing control.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children recognise a range of colours during practical activities. Children sing songs from memory and play a good selection of musical instruments with confidence. They are beginning to recognise simple sound patterns. Children use their imaginations well during role-play. However, some opportunities for creativity and imagination are missed during structured craft activities which are very adult led. Children use all of their senses in a variety of ways during the sessions.	
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 opportunities for children to practice their emergent writing skills in a variety of situations, use programmable toys and information technology to extend their learning and allow children to create their own work using their imagination during art and craft activities
- develop the mathematical programme, introducing concepts, such as recognising simple patterns, sequencing and problem solving. Provide more opportunities for children to practice counting to develop their number awareness
- develop the use of the outdoor area, providing more activities and opportunities for the children to become involved and occupied
- organise the timing of the daily session routines and implement the curriculum planning effectively, to ensure all children can participate fully, complete activities and reach their full potential in all areas of 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.