



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 139099

DfES Number: 582651

INSPECTION DETAILS

Inspection Date 22/11/2004
Inspector Name Susan Mary Rolfe

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Pre-School Playhouse
Setting Address P R School Playhouse
Stafford Road, Ruislip Gardens
Ruislip
Middlesex
HA4 6PD

REGISTERED PROVIDER DETAILS

Name Miss Amanda Barnes

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

The Pre House Playschool is one of two provisions run by Pre School Playhouse Limited. It opened in 1993 and is registered to care for a maximum of 61 children under the age of five years. The setting operates for 51 weeks of the year. It is closed for one week over the Christmas period, New Year's Day and one day during the summer for the annual nursery outing. The hours of opening are from Monday to Friday 07:30 to 18:30.

The setting offers funded nursery education. There are currently 65 children on roll, which includes 17 funded children. The setting supports children who have special educational needs and English as an additional language.

There are twenty one members of staff, seventeen of whom hold a child care qualification. This includes a cook who is employed on a part-time basis. There are four staff members who are able to speak the additional languages of Sinhalese, German, and Punjabi.

The nursery is situated within the campus of Ruislip Gardens Infant School, in the London Borough of Hillingdon, Middlesex. The setting is used by families from the local community and beyond because of its convenience to the tube station, providing links to London and local areas. The nursery is a single storey building. Children are cared for in four age groups, within five main play rooms. There is a large, enclosed garden for outdoor play.

How good is the Day Care?

The Pre-School Playhouse provides a good standard of childcare.

The premises are generally secure and reasonably maintained. All areas are attractively decorated. The outside play area is of a good size and well used.

Children are grouped appropriately. Rooms have a good amount of play space. There is easy access to a wide range of play activities. Children are able to

independently choose additional items they require. Toys are well organised. Children know where items belong and help to clear away after activities.

Staff generally give children much time and attention. However, there is minimal quality interaction with children aged one to two years. Although children's developmental progress is well documented, there is a limited formal process to share this information with parents.

Children behave well and are considerate to each other. Children learn about differences through discussion and topics covered. They enjoy a social meal time, chatting to each other and staff. Children who have additional needs are well supported within the setting.

All the required policies and procedures are in place and are of a generally good standard. Staff qualification certificates, including first aid, are clearly displayed. Staff have attended relevant additional training courses to update their professional knowledge.

Records are well organised. Accident and medication records are accurately maintained. Although a visitor's book is readily available, this is not used on every occasion. Children's records contain all the required information.

There is a positive relationship with parents who are generally given much information about the service provided. Parents are given verbal feedback on how their child has been during the day. They are happy with the care their children receive.

What has improved since the last inspection?

At the previous inspection the provider was required to complete several actions covering all of the standards.

With the exception of security, visitor's book and complaints procedure, all actions have been met.

The main door to the nursery has been repaired and has a self closing lock. However, when parents ring the bell, an intercom is used and staff give parents access to the building. This does not always ensure that no other person enters the building at the same time. The nursery procedure for other persons collecting children is not always followed correctly.

The visitors book does not record all persons coming into the setting.

The complaints procedure has been reviewed. Parents are clearly informed of the management line and who to discuss their concerns with. It informs parents of Ofsted as the regulator but does not contain the full contact details.

What is being done well?

- Children participate in a wide range of activities. This includes dough, sand, painting and imaginative play. Children have access to additional items they require during craft activities for example stapler, scissors and adhesive tape and are able to make their own decisions as to how their 'product' will be made. This results in children being confident learners.
- There is a good amount of accessible resources. Children play well within the home corner, are competent at the computer and enjoy model making. Physical play equipment such as balance beams, slides and bikes are used with confidence and children are able to balance, jump and negotiate obstacles. Children enjoy making up stories using the good range of small world play equipment.
- Children are very well behaved. All staff are very good role models and good behaviour is positively encouraged. Staff teach children the importance of good manners. Staff treat children with respect. Children are given age appropriate explanations of right and wrong. This results in children socializing well with their peer group and staff.
- Staff have strong relationships with parents which results in children being happy within the setting. Parents are made welcome and given verbal feedback on their child's day. Recorded details are available daily, to inform parents about sleep, nappy changes, milk and meals taken.

What needs to be improved?

- the security of the premises
- interaction with the children aged one-two years
- procedures for child protection and sharing developmental information with parents.

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.)

N/A

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
3	Ensure that staff, interact at an appropriate level with all children.
6	Review the systems in place, to ensure access to the setting is effectively monitored at all times.
13	Enhance the child protection procedure to ensure it includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.
14	Develop the procedure, which gives parents formal or written feedback on their child's developmental progress.

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

How effective is the nursery education?

Pre School Playhouse provides an interesting range of well planned activities for children who are making very good progress towards the early learning goals.

Staff's interaction with the children is very good, they provide positive role models and give praise for their positive behaviour. Activities provided are well planned and implemented. The results of the children's involvement in the activities is attractively displayed throughout the setting for all to see and admire.

During activities staff question the children appropriately in order to develop their thinking processes and to reinforce their learning. There is good discussion around size, shapes and quantity. Children are interested in all the activities offered and are engaged to a high level throughout.

The leadership and management of the nursery is very good, there are good systems in place to support parents, children and staff. Staff have regular opportunities to further their knowledge and skills, information gained on training courses is shared during staff meetings.

The nursery manager and staff have formed very good working relationships with parents, information provided through handbooks and notice boards is current and relevant. Staff give informal verbal feedback to parents about their children's developmental progress. Newsletters are published to ensure parents are always fully informed about activities taking place in the setting.

What is being done well?

- Staff plan interesting activities for children and are implementing them well.
- The displays of children's work clearly illustrates the activities and projects they have been involved in.
- Children are interested in the activities offered and are engaged to a high level, their behaviour is very good.
- Staff work well as a team and provide positive role models to children.
- The manager and staff have promoted good working relationships with parents who are given regular verbal information about their children's developmental progress and activities taking place within the setting.

What needs to be improved?

- The following points are points for consideration to enhance the already good practice:

- Consider providing the children with more opportunities to gain independence.
- Consider increasing the opportunities for children to add and subtract during every day practical activities.

What has improved since the last inspection?

At the last inspection the setting was asked to increase the programme for knowledge and understanding of the world and to provide scope for children to broaden their vocabulary.

Both areas of improvement have been effectively addressed, which means that children are accessing a wide programme and gaining good knowledge of all aspects of this curriculum area.

Staff ensure that children hear a broad range of vocabulary, they describe the meanings of new words.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and happy in their environment, they share and take turns. Their behaviour is very good. Children are able to sit and listen and carry out instructions. They are forming good relationships with their peers and have good interaction with staff. Children's independence skills are fostered by staff they are encouraged to self select activities and help in small tasks. Through planned projects they learn that people have different needs, cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are supported with good resources and learn in an active way. Staff are skilled in questioning children in order to further develop their thinking processes. Reference and story books are readily available to the children. They have a good knowledge of familiar stories and rhymes and participate freely. Children link sounds to letters and are able to write recognisable letters and words. They understand that print is used for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given opportunities to count in every day meaningful situations. They enjoy singing number rhymes and songs. Children are able to recognise and write numerals and are aware of their value. They discuss shape and are able to measure and compare. They use appropriate numerical language such as taller and shorter than. Children are supported by good examples of written numerals displayed within the room.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through planned projects children are learning about growing and change. They have experience of growing flowers and vegetables and being able to eat the fruit of their labour. Good displays support the children's learning. Children build with a range of materials, they use computers and software daily. Staff discuss and celebrate events with the children to develop their sense of time and place, they also raise their awareness of different cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently both outside and inside where they negotiate the furniture and one another. They have good opportunities to use a range of equipment including balls, hoops, ride on toys and climbing equipment in order to develop their gross motor skills. Through planned projects children learn about staying healthy. They are able to select and handle a variety of tools with confidence and have good dexterity skills through the use of malleable materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have opportunities to use a wide variety of art materials. They experience collage and paint in a large variety of ways and are able to express their creative skills and ideas freely. The results of their art work are displayed attractively throughout the setting. Children enjoy singing rhymes and songs, they listen to and make music regularly. Children experience a wealth of role and imaginative play and are well supported by staff who provide a variety of imaginative props.

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 key issues as a result of this inspection.

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.