



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 115361

DfES Number: 520378

INSPECTION DETAILS

Inspection Date 10/11/2004
Inspector Name Brenda Claire Wint-Omereye

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Play and Learn Pre-School
Setting Address Scouts' Hall
 Mayplace Road West
 Bexleyheath
 Kent
 DA7 4JB

REGISTERED PROVIDER DETAILS

Name Mrs T Mackin

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

Play and Learn Pre-school opened on 28th June 1993. It operates from a large Hall in The Scouts Centre in Mayplace Road West in Bexleyheath. The Pre-school serves the local area.

There are currently twenty nine children from two years nine months to five years on roll. This includes twenty funded three-year-olds and one funded four year old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week during school term time. Sessions are from 09.15 until 12.20.

Six part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Childcare Development Partnership (EYDCP). The teaching methods used support children towards the early learning goals of the foundation stage curriculum.

How good is the Day Care?

Play and Learn pre-school provides satisfactory care for children.

The premises are clean and well-maintained. They provide a warm, welcoming and child-friendly environment for parents and their children. The day to day organisation of the pre-school is underpinned by comprehensive policies and procedure that staff and parents are made aware of. The pre-school promotes a strong commitment towards staff training and recruitment to the National Standards. Most staff hold recognised childcare qualifications however there are currently no staff qualified to administer first aid. Space is used imaginatively and a good range of toys and equipment is provided for both indoor and outdoor play. Children have daily access to outdoor play.

Good attention is paid to health, safety and hygiene. Risk assessments are carried out, good hygiene routines are in place and staff demonstrate a good awareness of health and hygiene issues. The pre-school provides children with a snack to which children help themselves. Although children's access to fresh drinking water is limited.

The programme of activities for children is good. Staff offer a calm learning environment and plan activities in line with the six learning areas of foundation stage curriculum guidance. Funded children receive a stimulating curriculum based on the aspects of the Foundation Stage. On the whole children are confident and play well together. Staff have high expectations of children's behaviour and children are usually well behaved. Although, in larger group activities younger children became a little more restless.

Partnership with parents is good. An informative notice board is displayed in the entrance area and hall, staff have friendly informal relationships with parents who are welcome in the nursery. An informative sheet is given for each new parent giving detailed and useful information at application stage.

What has improved since the last inspection?

At the last inspection the setting agreed an action plan and have met all actions as required.

A new staff member has been employed who holds an appropriate childcare qualification. The setting is now carrying out risk assessment procedures on a weekly and daily basis. Parents are now asked to sign permission to seek emergency treatment and all parents are made aware of the setting's complaints policy and procedure. A record of all complaints and incidents is retained by the setting.

What is being done well?

- Written risk assessments have been devised and are up to date, completed on a weekly and daily basis; the accident book is regularly monitored to identify any patterns or areas for improvement.
- The pre-school has a good range of toys and play materials that cover all areas of learning; equipment is well stored, used appropriately and in good condition; the room has sufficient age appropriate toys; equipment easily accessible.
- The imaginative use of space and the attractive displays of children's work contribute to the stimulating and welcoming environment.
- Partnership with parents is good. Staff take time to exchange information with parents on a daily basis and regularly review individual care plans. Parents who responded to the questionnaires were very happy with the service provided.

What needs to be improved?

- the renewal or validation of the first aid certificate for at least one staff member
- the deployment of staff and grouping of children to ensure all children benefit from planned activities such as story time.
- the opportunities for children to access drinking water.

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.)

There are no complaints to report.

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
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.	24/11/2004

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

Std	Recommendation
8	Ensure the fresh drinking water is accessible to children.
11	Review the deployment of staff to effectively manage children's behaviour during story-time sessions, taking into account their age and stage of development.

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

How effective is the nursery education?

Play and Learn pre-school offers generally good quality nursery education.

Children are making generally good progress towards the early learning goals. Children are making very good progress in communication, language and literacy and knowledge and understanding of the world. They make generally good progress in their personal, social and emotional development as well as mathematics development, physical and creative development.

Teaching is generally good and staff use their knowledge to plan a broad-based curriculum that includes a range of interesting practical activities and experiences. The challenges set for children are adequate. Support for children with special needs is available although there are currently no children with special needs. Staff are developing their skills with the help of a local SENCO. Staff demonstrate support for children with EAL. Staff show positive and skilful management of behaviour and demonstrate a consistent approach when necessary. There is a good range of equipment to cover all areas of learning. The assessment of children's learning is generally good. Records and observations relate to the stepping stones and staff use observations to complete assessment records. Staff effectively use children's learning to inform the next stage of planning.

Leadership and management is generally good. Staff work well as a team and are committed to improving services provided for funded children and they show a commitment to training. Most staff participate in planning but have yet to fully develop their role of evaluating practice and assessment. The management system is structured, there are procedures in place for the supervision and in-house training of staff.

Partnership with parents is very good. Parents are well informed about the policies and procedures of the pre-school. They are encouraged to discuss their child's learning with the key worker and contribute to a 'record of transfer' report for primary school.

What is being done well?

- Children play co operatively on their own and in groups. Children show sensitivity to feelings of others and show understanding of respect for rules and know what is right and wrong.
- Children can form recognisable letters and are familiar with key words.
- Staff use practical, every day activities to help develop children's ideas and skills.
- Children are able to express themselves creatively using a range of materials for role-play, stories and songs.

What needs to be improved?

- the creativity of methods used for developing children's recognition of numbers and their understanding of simple addition and subtraction;
- the provision of free choice and selection of materials for children's creative expression through art and craft.

What has improved since the last inspection?

At the last inspection there were two key issues for action.

The first one was to provide more focus and detail in the weekly planning of the resources and increase three year olds understanding of shapes, sounds of letters of the alphabet and writing skills.

The setting has now devised a weekly planning of activities that incorporate activities that include mark making, writing area, books, phonic awareness activity with the learning intentions taken from the 'aspects' of the 'stepping stones' of the early learning goals.

The second key issue is one that the setting is still working on. The setting needs to use more mathematical vocabulary associated with addition and subtraction through singing and number rhymes and through provision of activities such as sorting to promote this area of understanding. Many children are still unaware of how counting relates to recognition of numbers. Generally good progress has been made with regard the development of three year olds and developing phonic awareness and writing skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show interest and enthusiasm in their play and engage in meaningful discussion with adults and other children, they work in groups as well as on their own which helps them to progress in many areas. They behave well and form good relationships with peers and adults. They are developing a good sense of community and an awareness of other cultures. They also have opportunities to develop self-help skills through snack time arrangements.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and fluent speakers who engage easily in conversation with each other and with adults. They develop their reading skills well and absorb themselves in books and stories, often initiating their own stories. Children make marks and practise writing for a variety of purposes. Children are aware of writing and key words in other languages.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children confidently count to ten and above. Good opportunities are used to extend mathematical learning that help to develop children's interest in mathematical activities. However there were missed opportunities for incorporating recognition of numbers and development of children's understanding of simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to learn about the natural world and features of the environment. They frequently talk about past and present events in their own lives and learn and explore other cultures and the lives of others. There are good technology resources and children regular have access to a computer.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have a range of equipment to use outdoors and inside. Staff encourage them to be active and they move with increasing control. They are developing good co-ordination skills using equipment such as bats, balls and hoops and they are able to effectively use a wide range of tools. Through topics and activities they learn about hygiene and healthy eating.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children express themselves and use their imagination through role play, stories, structured art activities, singing and music with a range of musical instruments. They use and explore a wide range of malleable materials, to explore colours, shape and textures. However, there are limited opportunities for the free choice and selection of materials for children to develop their creative expression through art and craft.

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

- Ensure there are a variety of methods used for developing children's recognition of numbers and their understanding of simple addition and subtraction;
- Ensure that greater opportunities are provided for children to choose and select of craft materials for creative expression.

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.