



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY292798

DfES Number: 548042

### INSPECTION DETAILS

Inspection Date 16/11/2004  
Inspector Name Deborah Kerry

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Playstation Pre-School  
Setting Address Hadleigh CP School  
Station Road, Hadleigh  
Ipswich  
Suffolk  
IP7 5HQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Playstation Pre-School Group 1014341

### ORGANISATION DETAILS

Name Playstation Pre-School Group  
Address 37 Allen Road  
Hadleigh  
Ipswich  
Suffolk  
IP7 6RF

## 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 Station Preschool is located in a classroom in Hadleigh CP Primary school in Hadleigh.

The group is registered for 20 children aged from two to under five years.

The pre-school is open each morning from 09:15-11:45 and in the afternoons from 13:00-15:00 during term time. There is a lunch club provided and children are collected from local nursery schools and attend the afternoon session.

There are six members of staff, the play leader's role is shared between two qualified staff.

There is a secure outside play area.

The group is supported by a voluntary committee that fund raise for the group.

The pre-school is in receipt of funding for three and four year olds.

### How good is the Day Care?

Playstation Pre-school provides good quality care for children.

Four out of six staff have early years qualifications. There is a high staff ratio and they work well as a team with clear roles and responsibilities during each session.

Children are provided with a variety of activities and resources that encourages their independence and helps them with their development.

All policies and procedures are regularly reviewed and updated. Staff have a good understanding of safety procedures and have knowledge of child protection and what to do if they have concerns. Children are collected from local nursery classes and can attend the lunch club then stay for the afternoon session.

Children have access to a wide range of resources and activities that cover a variety of themes and topics. Staff support the children, getting down to their level and use effective questioning techniques that are adapted to children's individual level of understanding which enables them to progress in their development.

Children are given positive praise and consistent guidelines that helps them conform to the group's rules. Staff are good role models and have a calm approach to behaviour management which enables children to behave well.

Parents are kept informed of the themes and activities going on in playgroup. They are given feedback on their child's progress and the key worker system ensures that staff get to know their child well.

All documentation needs to be available and kept on the premises.

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

Not applicable

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

- The group have clear induction procedures for new staff on all policies and procedures around safety, behaviour management, child protection and how children learn so staff are all aware of their roles and responsibilities, helping the provision to meet children's individual needs.
- Children are provided with a range of planned activities and play situations that helps them to make progress in all areas of their development.
- All staff are aware of hazards and ensure that risks to children are minimal which helps to keep them safe.
- Staff set clear and consistent boundaries about what is right and wrong for the children that is appropriate for their stage of development, in order that they know what is expected of them.

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

- availability of documentation on the premises.

#### **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
14	ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times

## 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 Play Station Pre-school is generally good. It enables children to make generally good progress in all areas of learning.

The quality of teaching is generally good. Staff support the children's behaviour management by being good role models, encouraging the children to conform to the group's rules through negotiating in turn taking and sharing. The play room is well organised and allows children to access their toys and resources easily.

Children's independence is encouraged and they are free to choose their own activities. Staff engage with the children at all times, talking to them and using a wide vocabulary which extends their learning, thinking and development in all areas.

Planning needs to be clearly linked to the stepping stones and does not include activities around other cultures and beliefs and there is limited opportunities for calculating.

Children's progress is recorded and utilised when planning the next step, although staff need to develop their knowledge in this area.

Leadership and management is generally good. The staff work well as a team and have regular meetings where they all input ideas for planning the curriculum. The deployment of staff is good and there is a good range of resources and activities available at each session. Staff have a good knowledge and understanding of the foundation stage and the early learning goals and of the different abilities and stages of the children attending.

Partnership with parents is generally good. There is a good exchange of information on the activities the children do, through newsletters, the notice board and informal chats with staff at the end of each session. Parents are encouraged to help on a rota basis, although parents knowledge of the foundation stage is limited.

### What is being done well?

- Children are confident and form good relationships with each other and adults in the group. They are able to persevere at self chosen tasks and can concentrate when listening to stories read to them and at circle time.
- There is a range of play equipment to allow children to move with control, to balance and jump when outside. Fine motor skills are developed by using mark making equipment such as pens, crayons, paintbrushes, chalks, scissors and glue spreaders.
- Children are able to explore colour and texture, through different materials in free and guided art and craft activities. Their imagination is developed in the role play area, they enjoy using musical instruments to make music and

move to the sounds made and singing songs and action rhymes.

**What needs to be improved?**

- adult focussed activity sheets need to show clear differentiation, evaluated and how this is then used in future planning;
- to include other cultures and beliefs when planning children's learning;
- provide more problem solving activities around calculating;
- staff knowledge on observation and assessment and how to record children's progress;
- planning so it is clearly linked to the early learning goals and stepping stones.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are building good relationships with each other and adults, they understand the agreed rules of the group, taking turns and sharing fairly. Children can demonstrate good self care skills in personal hygiene and independence when choosing activities and using the toilet. They show curiosity and contribute to discussions at story and circle time and are confident to speak in a large group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk about events in their lives as they play with adults in the group. They listen and respond to stories with a range of feelings, responding and join in when asked. Children can recognise their names at snack time and are encouraged to write them on their work. Staff sound out individual letters, using phonics and give directions on how to form letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children enjoy counting as they share out items for a game and compare to see if they have the same amount, some are able to count to 10 without support. Children learn about shape and match patterns when completing puzzles. They use tape measures to compare the height of different objects. Children sing "5 currant buns" as they learn about subtraction however there were few opportunities for children to learn about calculating.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore the school field, listening to the birds and looking at the different size and colours of leaves on the ground. However, there are limited opportunities for children to learn about other cultures and beliefs. They use ice cubes and investigate the changes as they watch and discuss when the ice melts. Children play games on the computer and use tape players to listen to music which develops their practical knowledge of technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Fine motor skills are developed in many ways as children play with equipment and write, draw and cut. They use tools when playing with dough, sand and water. There is a range of large equipment that is used in the outside play area to develop gross motor skills as children jump, balance, they can control direction and stop as they push prams and ride bikes. Good hand to eye co-ordination is used to manipulate small world resources and mark making equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children have opportunities to express their creative ideas as they use a variety of techniques, textures and materials, both natural and man made in their craft work. They enjoy singing songs and action rhymes from memory. They use the musical instruments to recreate their own sounds and move around the room to the "music" The children's imagination is also developed as they play in the well resourced role play area.

**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**

- develop the adult focussed activity sheets to show clear differentiation, activities evaluated and how this is then used in future planning;
- include other cultures and beliefs when planning for children's learning;
- provide more problem solving activities within the daily routine around calculating, adding and subtraction;
- continue to develop staff knowledge and understanding on observations and assessment and recording children's progress.

*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.*