

# Playwam

Inspection report for early years provision

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**Unique reference number**

EY408568

**Inspection date**

06/10/2010

**Inspector**

Sarah Street

**Setting address**

St. Marys Parish Hall, Langham Road, TEDDINGTON,  
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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Playwam is a sessional pre-school group. It first opened in 1969 and moved to its current premises in 2010. It operates from St. Marys Parish Hall in Teddington, Middlesex. All children have access to an outdoor play area. A ramp at the rear of the building, and a lift inside, provide wheelchair access.

The pre-school is open during school term time from 8.45am to 12.30pm. A breakfast club is available from 8.30am. Children can attend a variety of sessions.

The group is registered by Ofsted on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 41 children aged from two years six months to under five years on roll. The nursery supports children with special educational needs and/or disabilities.

The group employ six members of staff, five of whom hold appropriate early years qualifications, including teaching qualifications and Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are eager to attend this highly effective setting which has very recently moved into new premises. All the children are incredibly settled in their new environment and are obviously happy. The commitment and enthusiasm of this very stable staff team supports children as they make rapid progress in their development and learning. All staff value the uniqueness of each child and actively promote equality and diversity. Rigorous self-evaluation and reflection by staff, parents and children demonstrates a very strong commitment to maintaining continuous improvement. Staff embrace training opportunities and consider early years research and theories to promote highly positive outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improving parents access to the weekly written plan in order to allow them to be further involved in their child's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded by extensive recruitment and vetting procedures. All staff are asked to confirm at their appraisals whether or not there have been any

changes which may affect their suitability to work with children. Staff are fully aware of their responsibilities to take prompt action to protect any children who may be at risk from abuse. Children move and play very safely due to the comprehensive risk assessments and close supervision by staff. Equipment and resources are plentiful, of high quality and reflect the children's backgrounds and the wider community. To help every new child settle and feel valued staff find out about their favourite toys, ensuring these are available in the setting. Each day staff transform the hall into a vibrant and interesting room which encourages children to become absorbed in their play and learning. Outcomes are clearly attributed to the highly effective deployment of staff who devote their time to being with the children. A volunteer parent rota involves one or two parents coming into the setting each day. They help tidy up allowing the staff to remain with the children.

Leadership of the setting demonstrates very high aspirations for quality through ongoing improvement and a very strong commitment to equality and diversity. The clear and achievable self-evaluation supports continuous improvement that staff, children and their parents have been heavily involved in developing and taking forward. Along with seeking support from the local authority this ensures that children's well-being is significantly enhanced. Highly effective use of the Early Childhood Environment Rating Scale has been used to accurately identify strengths and areas of learning they can further enhance. Documentation and policies are very well organised and help ensure the highly effective running of the setting. To remind the parents about the policies a different one is displayed each month. Within the policy staff give examples of how they implement it. For example, the equality policy states that staff will reflect if they respond to bad behaviour the same for boys and girls.

Staff have an exceptional knowledge of each child's needs and are committed to ensuring that every child makes progress. This promoting of equality of opportunity is at the heart of the settings work. They recognise that boys and girls can learn in different ways. Aware that some boys are not keen on pre-writing skills staff provide opportunities for children to do this in a variety of ways. They are encouraged to record on their risk assessment and the role play area is well used. When it is a travel agent there are opportunities for children to write on postcards, tickets and envelopes. Excellent partnership working with parents, other agencies and settings children attend takes place to ensure every child receives high levels of support. Highly positive relationships exist with parents. They are encouraged to join the committee and actively encouraged to come into the setting to share their skills. An attractive parent's folder, notice board and liaison with staff keeps them very well informed about their own child's achievement, well-being and development. Parents are made aware of the daily planning sheet but as this is sited at one end of the room is not easy for them to access. Parents are highly complimentary about the setting and the support their child receives. Several parents comment that they have chosen to leave their child at the setting for a second year as they feel the experience is so beneficial.

## **The quality and standards of the early years provision and outcomes for children**

Enthusiastic children confidently enter the setting and greet staff with much warmth. Children who are less confident receive excellent support separating from their parent or carer as the staff are highly skilled and sensitive in managing this transition. These excellent relationships promote self-esteem and sense of security. Every child confidently chooses what to play with and quickly become engaged in purposeful learning, moving around the activities inside and out with great confidence for children who are so new to the setting or premises. Planning takes place following high quality observation and assessment which is used to effectively guide planning for every child. Those in charge of planning are passionate about the system the setting has developed and which works very well for them. Teaching is rooted in expert knowledge, related to early years research and supported by regular training. For example, staff attended training on making dens and how this can encourage and improve communication skills. They have made dens with the children and suggested to parents that they can also do this at home. Staff clearly recognise that children can make fast progress if they are given appropriate support and encouraged to extend themselves. For example, children are very confident in naming a wide range of animals and sea-life. Staff encourage further development as they ask the children if they can match the animals, consider which are taller and smaller and how they can tell the different animals. When a child compares a shark and dolphin he confidently states he knows it is a shark because of its teeth.

Children clearly make very strong progress as they move through the Early Years Foundation Stage. They work extremely well independently or in adult-led activities which comprehensively cover the six areas of learning. High-quality staff interaction helps set the foundation for their future life-skills during varied activities which support numeracy, reading and writing skills. Children often choose to go and look at a book and enjoy listening to stories as they cuddle up with staff or in a group situation. Story telling takes place inside and out to further foster enjoyment of books in a variety of places. Children are very confident when working with numbers. They regularly count objects, say how many more they have when an item is added, draw a certain number of dots and recognise numerals. To help the children sort a four-layer life-cycle puzzle, staff have written numbers on the back of the pieces. When a child is having a little difficulty staff immediately notice this and support the child. They suggest he sorts the layers by matching the numbers. He quickly and confidently sorts them out stating that 'these are the number ones' before completing the puzzle. He then relates the puzzle to the cocoons the children have previously observed. Many varied opportunities exist for children to learn about the wider world and develop their sense of community. Regular visitors include vets, local police and residents from an older people's home. Children learn about the cultures and beliefs of others as they celebrate festivals including Eid, Diwali and Chinese New Year. To help support children's experiences outside the home the role play area is used very effectively. It has been a hairdressers, travel agent and hospital. Staff interact enthusiastically with the children to help support their understanding of how these places work. Many opportunities exist for children to explore and use their creative

skills and they often choose to paint or design pictures and models.

Children are provided with opportunities to develop a very good understanding of keeping healthy. Staff are vigilant in reminding them to wash their hands and promptly wipe noses to minimise the risk of cross infection. Children are able to play inside and out. To encourage children who are reluctant to play outside to develop their large muscle skills climbing equipment is always available inside. Children participate in regular yoga sessions to support their understanding of how their bodies move and the importance of regular exercise. They develop their small muscle skills as they competently use a range of equipment including rulers, scissors and control the computer mouse. Healthy eating is encouraged and the children help make their own sandwiches with healthy fillings. Children's behaviour is excellent and they demonstrate a very good understanding of expected standards of behaviour and turn-taking. They work very well with their peers and are confident to ask if it is their turn yet. Children show they are extremely confident in the setting demonstrating this in their relationships. They develop an excellent awareness of keeping themselves safe. On a daily basis children confidently carry out their own risk assessments. They use a photographic sheet ticking when they have checked for safety issues including socket covers being in place and safety mats at the climbing equipment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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