

Stay & Play Pre-school

Inspection report for early years provision

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Inspector

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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

Stay and Play Pre-School is privately owned and was registered in 2004. It operates from the village hall in Felbridge, Surrey. Children have access to a medium size hall, adjacent rooms and a secure outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 33 children may attend the setting at any one time. There are currently 44 children in the early years age group on roll. The pre-school is open each weekday from 9.00am to 12.00pm and offers two afternoon sessions from 12.30pm until 3.30pm on selected days. The pre-school operates term time only. The pre-school supports children with special educational needs and/or disabilities and makes provision for children who speak English as an additional language.

The pre-school employs 11 members of staff who work directly with the children, nine of whom hold appropriate early years qualifications to level 3 and above. The registered provider/manager and deputy have recently gained a Foundation Degree in Early Years Care and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in stimulating, child-orientated and very welcoming environment, in which children and their families feel highly valued and fully included. The exceptionally well organised setting and highly skilled staff team means that children are making excellent progress across all six areas of learning of the Early Years Foundation Stage Curriculum. Excellent partnerships with parents ensure staff have an in-depth knowledge and understanding of children individual needs to ensure they are continually supported.

Through ongoing self evaluation the staff team evaluate the pre-school to establish what they have achieved so far and identify appropriate areas for future improvements, for example, ongoing attendance of childcare courses to ensure staff knowledge remains current in early years practice.

What steps need to be taken to improve provision further?

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

- continuing to develop staff's attendance at childcare courses to ensure staff knowledge remains current in early years practice.

The effectiveness of leadership and management of the early years provision

Senior management are inspirational and have a clear sense of purpose and vision for continuous improvement. They have high expectations and inspire staff in developing their knowledge and skills, reflecting on best practice and early years research to promote the best possible outcomes for each child in their care. Staff work extremely well together as a team and staff deployment is highly effective, exceeding required adult to child ratios in ensuring that children benefit from excellent level of individual support. As a result, children's achievements and well-being are exceptionally high.

Robust recruitment and vetting procedures are in place, which ensure children are cared for by appropriately qualified and vetted staff. Children's safety and well-being is of a high priority and rigorous monitoring and updating of all policies and procedures take place on a regular basis, the most recent being where staff hand in all mobiles to management at the beginning of each session. These robust measures help safeguard children's welfare. All staff are clear about their roles and responsibilities, including working with other agencies to safeguard children. The pre-schools range of policies and procedures are shared with parents, reassuring them that their children are kept safe.

Comprehensive risk assessments both on the premises, within outdoor play and on outings are in place covering all aspects of provision. The extremely well organised use of space available ensures children's personal safety and well-being at all times. Staff are vigilant in enabling children to keep themselves safe, such as reminding them to listen to instruction, hold on tight to the walking ring when walking to the local school, park or woodland areas.

Children have access to a range of high quality resources which are displayed on low level shelving units and portable trolleys, all are presented to a very high standard using clear pictures labels and lower case text so all children can clearly identify their contents. As a result, children are able to make individual choices in their play and learning.

Partnerships with parents is excellent and there is clear two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. Parent's comments include 'my child runs to re-school each morning, with lots of smiles so obviously feel very safe and secure'. Effective settling-in procedures are in place to meet the individual needs of children and their families alongside a key person system. As a result, children's welfare and sense of belonging is fully promoted. Parents are welcomed into the pre-school for social events such as Open Evenings where they view detailed information on the Early Years Foundation Stage (EYFS), enjoy playing with resources and gain a greater understanding of the importance of a play-based curriculum. As a result, parents are fully included in their child's care and education. Informative monthly newsletters keep parents up to date on current practice. Partnerships with external agencies and schools are excellent. Advice and support is sought from the local authority in supporting children with additional needs and close relationships have

been developed with other settings that children attend and teachers from the local schools to support children's transition from pre school to school.

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

Children bounce in happily on arrival and relish their time at pre-school. They have developed sensitive, caring and affectionate relationships with the staff team and their peers. Staff treat each child as unique individuals, know them extremely well and inspire them with their calm approach, patience and great enthusiasm. As a result, children show a strong sense of security, feel safe, develop a strong sense of belonging and are motivated to learn.

Children are extremely well supported in their learning, through the staff's team's excellent knowledge of how to successfully implement the Early Years Foundation Stage. As a result, children are making excellent progress across all six areas of learning of the EYFS curriculum taking into account their starting points and capabilities. Children's interests are at the heart of planning and many are directly developed from high quality observations on what children show an interest in. Therefore, ensuring all children receive enjoyable and challenging experience. Each child has a key person who has exceptional knowledge of them and knows them well. The key person also leads the assessment and planning in close liaison with parents and other team members to ensure the child's welfare, learning and development needs are met effectively.

Children confidently make independent choice in what they would like to do. They delight when they identify emerging patterns in blocks play and laugh with others at the craft table stating 'we have been glittered'. Staff engage children extremely well by encouraging them to think of alternative ways to connect craft boxes together as 'we have no glue'; 'we can use sellotape' comes the reply. As a result they sustain high levels interest and perseverance in the activity. Staff display children individual paintings and drawings on low level display boards. As a result children feel a strong sense of belonging. They participate fully in planned opportunities to go on autumn walks, collecting conkers, leaves and bark. They have ample opportunities to use the community hall grounds, park area and trips to the local school playground.

Children's communication, language and literacy skills are given extremely high levels of support and encouragement. They listen intently to stories read by staff and enjoy the use of puppets and props which enables children to really use their imaginations well. Further opportunities are available for children to visits the school library to view a greater selection of books. Children speak with confidence and happily share what they have done, their personal interests and views. Staff record this in children's diaries to gauge interest and inform planning. Children discuss the passing of time by demonstrating their understanding of minutes. Whilst using the egg timer they say 'it will only take a minute for the sand to get to the bottom', they discover with the support of staff that it actually takes three minutes. Numeracy and problem solving consistently form part of the children's

daily activities, through adult-led and child initiated activities, such as measuring ingredients for cooking and counting the number of pegs required to form a pattern thus working together collaboratively.

Children have developed close friendships with their peers and show flexibility by adapting their behaviour to different events. For example, children happily wait their turn whilst waiting for their snack or craft activity. Children are extremely well behaved and show compassion and consideration to others. At the rolling snack table children sit together to eat where they show good manners and enjoy social aspects of eating together. Readily available drinking water, milk and an abundance of fresh fruit salad and home-made soups contribute to keeping children healthy. Children have excellent opportunities to learn about the diverse society in which they live and value differences. They celebrate a wide variety of different cultural festivals and enjoy visits from people from different cultural backgrounds. They taste foods from different countries and access a broad range of resources which increase their awareness of gender, culture, disabilities and learning difficulties.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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