

Childs Play Nursery School Ltd

Inspection report for early years provision

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Inspector Christine Stimson

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Child's Play Nursery School Ltd opened in 1986. It operates from five areas on the ground floor of a residential home in Surbiton, Surrey, close to transport links. The nursery school serves the local community and children have access to an enclosed outdoor play area. It is open each weekday, all year round from 8am to 6pm.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend the nursery at any one time. There are currently 31 children aged from two to under five years on roll, some in part time places. The setting supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are eight members of staff, seven of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. They have one member of staff who have achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in learning as the nursery makes sure each child's uniqueness is recognised. Each child is valued and interesting and stimulating activities are planned for them as individuals. These are based on written observations conducted by staff, parents and any other childcare providers involved in children's care. Trusting relationships are established between the staff and children, who are happy and confident within the nursery. Inclusive practice is promoted as the nursery has established excellent relationships with parents and other agencies and this helps children's development. The manager strives for continual improvement, introducing new and exciting ideas for children's activities and making sure she involves staff and parents in her self-evaluation of practice. Safeguarding children is of high importance to the nursery who have a secure understanding of child protection issues and take measures to ensure children play in a safe environment; most documentation is maintained highly effectively. The nursery has met the recommendations made at the last inspection.

What steps need to be taken to improve provision further?

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

- ensure children's existing injuries are recorded consistently.

The effectiveness of leadership and management of the early years provision

The nursery has many policies and procedures in place, including ones to help safeguard children's welfare. These are shared with parents through a comprehensive booklet that is given to them when they first make enquires about the nursery. The booklet also contains information to help them settle their children into nursery life. All regulatory documentation is in place and used effectively to safeguard children. Staff vetting procedures ensure only suitable people work with children and the staff currently employed are qualified, experienced and dedicated. Monthly fire drills conducted on the premises ensure children learn how to leave the premises quickly and safely. Fire fighting equipment is installed in the nursery and regular checks by outside safety agencies on fire detection and electrical equipment, further supports the safety of children. The nursery has appointed a health and safety officer who undertakes risk assessments on the premises to identify any hazards and records show actions she has taken to manage this. Checks on the premises are also conducted at varying times during the day to ensure the nursery remains a safe place for children to play and learn. Outings are supported by risk assessments and children are learning to keep themselves safe. For example, children fetch a brush to sweep up sand from the floor as they are aware it is a slipping hazard. They learn through discussions and the example set by staff on how to cross roads safely when they are out and about. Procedures are in place to record accidents and incidents and parents are informed on the day. However, existing injuries children arrive with are not consistently recorded.

The nursery is extremely well equipped with a wide range of good quality, attractive resources that are accessible to children. Storage boxes have photographs of the contents, along with a label informing staff and children what is inside. Small catalogues have been formulated for children to browse through, showing photographs of the resources the nursery has to offer. Children are able to choose items from the photographs and staff direct them to where they are kept in the nursery. This is a great asset for children who have English as an additional language as they can make a choice in their play alongside their peers. Children sit on child sized furniture and are motivated to help staff put out chairs for group sessions, with staff asking children questions that involve problem solving. For example, one child who was helping was asked 'How many more chairs do you think we need?'. Another child was asked to place the chairs in a sequence of green and brown. Children enjoy these challenges and are highly praised by staff when they succeed.

The nursery promotes inclusion through their excellent partnership with parents, children, other childcare providers and outside agencies. Contact books are in place for each child and these are updated by parents, other childcare providers and the key person at the nursery. This ensures continuity of care and learning for children. The nursery has systems in place to support children who have English as an additional language. For example, all staff talk to children and use signing gestures to make their point clearer. Key words obtained from parents are noted and visual aids in the form of photographs are used to help children understand

nursery routines. This helps children to quickly settle in and most children pick up English within their first few weeks. Substantial information is gathered from all parents, at the time of placement, to ascertain each child's starting points, and this enables staff to build on children's existing knowledge and abilities.

The manager strives for improvement by self-evaluating her practice. She makes sure parents' views are included and regularly sends out questionnaires to gauge their opinions. Staff views are aired at meetings and these are valued by the manager who is very proud of her staff team. An open door policy ensures parents feel they can approach the manager, or any of the staff, with concerns they have about their child, confident the nursery will work with them to help the child overcome any difficulties. Children are cared for by qualified staff who are encouraged to embrace training opportunities by the manager who wants them to progress and succeed in their careers. Parents are aware who their child's key person is and daily verbal communication between parents and staff keep them informed of how their child's day has gone. Twice yearly meetings are arranged with parents who complete a spider chart giving information about what capabilities they feel their child has. This is then compared with the key person's observations and from this next steps are planned and carried through into future planning of activities. Since the last inspection the nursery has improved outcomes for children by increasing their resources that reflect diversity and regularly conduct risk assessments in the garden areas to ensure it is a safe place for children to play.

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

Each child is provided with a vibrant stimulating learning environment where they make excellent progress as activities are planned for them as individuals. Children's interests and abilities are taken into account, along with information gathered from parents, other child care providers and staff's written observations. This helps the key person to plan for each child's next step of development. As a result, children receive a unique experience whilst attending the nursery. Children thrive on the attention given to them by staff. For example, cooking sessions are done on a one to one basis. This gives the key person the opportunity to ask the child open questions, which they are very skilled at, and concentrate on areas of learning they specifically feel the child needs to cover. This is a special time for children who enjoy the closeness this activity gives them with their key person. In the afternoon the food they have made is cooked and handed round for the other children to taste.

Children really enjoy their time at nursery. They get involved in helping staff to put out chairs, hand things around and tidy away toys. Each week one child is chosen to be star of the week. This involves children bringing in photographs of family members to put on a board. They also bring in favourite items from home. All this is shown to other children at circle time and, with the help of skilled staff, children talk about their items to the group and this boosts their self-esteem. Children use technology during their time at the nursery, accessing programmes on the

computer and freely taking photographs of each other using digital cameras. Staff help them download the images onto the computer so everyone can see what they have taken. A children's video recorder has recently been introduced and is becoming a popular toy in the nursery. Children have opportunities to re-enact stories using story boards and laminated props. Staff extend children's learning during this time. For example, children re-enact the story of Goldilocks and the three bears and are asked by staff about the size of the bears, chairs, beds and bowls. Later a child fetches some sizing bears and arranges these into their sizes, telling staff she has a big bear, a medium sized bear and a baby bear.

Children are well behaved, supported by staff who lead by example. Staff give children explanations about why they should not be doing something and children respond to this. For example, if one child hurts another they are brought together and staff talk to them about feeling sad. The child who hurt the other is asked what they can do to make amends and they respond with cuddles or apologies. Children are given tasks like fetching tissues to dry the other's eyes and this reinforces acts of kindness; at the end of this time both parties feel better about themselves. Children learn about healthy eating as they experience well balanced meals and snacks and have plenty of water to drink throughout the day. Daily opportunities for exercise are available in the garden areas where children develop skills in pedalling, manoeuvring, climbing and balancing. The outdoor area is an important part of nursery life and children take many opportunities during the day to go outside where learning is extended. For example, children grow vegetables, make music using kitchen implements hanging from trees and ropes, gather together in play houses for role play and have opportunities to mark make using chalk boards and painting resources.

Children learn about diversity at the nursery, accessing resources such as books, play figures, dolls and posters which depict other languages and images of people from around the world and those with disabilities. Children experience the celebration of festivals like Dwali, Chinese New Year and Thanksgiving. Displays of writing on the walls, contributed by parents, show messages written in other languages, and musical instruments from around the world are used for children's music sessions. The nurseries practice is an excellent start to any child's learning journey.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met