

# Playbox Pre School

Inspection report for early years provision

---

**Unique reference number** 117211  
**Inspection date** 10/01/2011  
**Inspector** Anne-Marie Moyse

**Setting address** Pennycross Meth. Church Hall, Pridham Lane, Peverell,  
Plymouth, Devon, PL2 3PH  
**Telephone number** 01752 709286  
**Email** sheila@playboxpreschool.co.uk  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Playbox Pre-school opened in 1992 and moved to its current premises in 2000. It operates from a church hall in the Peverell area of Plymouth. The setting have access to four rooms, kitchen, toilets and outdoor play areas. The pre-school serves the local area and is run by a committee.

The pre-school is able to care for a maximum of 37 children in the early years age range, including no more that 12 aged from two to three years at any one time. There are currently 92 children on roll, aged from two to four years. The Pre-school are able to receive funding for nursery education for three- and four- year olds. The group supports children with special educational needs and or disabilities.

The group opens five days a week during school term time only. Sessions are from 8.50am to 11.20am every week day with an optional lunch club operating from 11.20am to 12.20pm. The group offer afternoon sessions from 12.20pm to 2.50pm. Children attend a variety of sessions. The setting is also registered on the compulsory and voluntary parts of the Childcare Register.

There are 13 staff who work with the children, all hold an early years qualification. One member of staff holds Early Years Professional status, three staff are qualified to level four, eight staff hold level three qualifications, one holds a level two qualification and is working towards a level three.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A consistent, thoughtful and reflective team are extremely well managed to provide and maintain a high quality provision for children. There is a strong and effective relationship developed with parents, carers and other local support agencies to ensure that every child's individual needs are clearly identified and well met. Children are kept safe and generally children are able to access a very enabling learning environment, both inside and outdoors. All staff continuously reflect on their practice to make improvements for children and have well considered plans for the future. The setting's capacity to maintain continuous improvement is excellent.

## 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 the use of the outdoor play areas to allow children further

opportunities to freely explore, use their senses and be physically active across all areas of learning

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

Staff are valued, well trained and totally committed to safeguarding the children in their care. Robust suitability procedures are in place, with all staff appropriately checked and regular appraisal systems are employed to make sure all staff remain suitable to work with children. Clear detailed policies and procedures are regularly reviewed and updated in line with any changes in legislation and good practice to ensure staff are well informed. Ongoing training for all staff contributes to their excellent understanding of child protection and safeguarding responsibilities. All areas of the shared provision are meticulously checked before children access it, with staff remaining vigilant and supervise children effectively to help keep them safe.

The environment is transformed into a highly stimulating and enabling learning environment where extensive resources are freely available to children to choose and explore. Resources promoting positive attitudes towards others in society are in abundance and children are encouraged to be considerate and respectful. Children are supported to plan their own learning, and are at times encouraged to access both rooms to extend their learning experiences. The provision have an inspiring garden area, which children can access in good weather conditions, and they make some daily use of the enclosed tarmac area for whole group games and physical play in the fresh air.

The setting have a very proactive approach to driving improvement and assuring the quality of their provision. They use a variety of methods to help identify areas which could be improved, including gaining a quality standards award, obtaining and using feedback from parents, staff and local authority development advisers. Ongoing professional development for all staff is very well supported, ensuring that up-to-date good practice is used by staff to review, evaluate and enhance the provision for children. The setting has made significant improvements to the provision since their last inspection. This includes the full refurbishment of the kitchen and toilet area, enabling children to be independent in toileting and attending to personal care in a clean and appealing environment. The stimulating garden area undergoes continual improvements with additional resources and areas of learning being added to it. The setting have firm plans for a purpose built storage area and toilet facilities in the garden, and a better access to this area in damp and icy weather. This will help to improve the learning environment and facilitate resources for the children.

The setting have formed excellent relationships with parents and other local agencies and schools. The links with other providers of the Early Years Foundation Stage is currently being fostered in a more formalised way to ensure information is effectively exchanged on the children who attend more than one early years setting. Parents receive very good information on the operation of the group and a wealth of useful information is always on display. Staff are friendly and welcoming

and talk to parents on arrival and collection. Daily communication books are used with all children, so parents have opportunity to communicate with staff any concerns or achievements of their child. In addition to this, parents are invited to formally discuss their children's progress at regular opportunities. The setting provide superb support for children and families when working with other agencies and professionals to ensure that every child's learning and development is enhanced and promoted consistently. Parents are keen to convey how happy they are with the first-rate service provided.

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

Children are making excellent progress in their learning and development, based on their individual starting points. The consistent staff team work very effectively, monitoring children's learning and joining in children's play to extend and develop their ideas and understanding in a sensitive way. Comprehensive observation and assessment systems are employed to ensure that each child is making very good progress. Generally the environment and activities are planned on a daily basis to reflect the children's current interests and ability. Children are very confident to change the resources on offer, putting away equipment and self-selecting new toys and materials to play with. As a result children are engaged with what they play with, motivated to concentrate for extended periods of time in their exploration of new equipment or developing their imaginative play ideas. For example, children are intrigued with the complexities of electronic circuits they find when dismantling an old video recorder. They use a variety of tools and magnifying glasses to investigate how it is put together and the shapes and patterns of the circuits. Other children enjoy developing their imagination and play harmoniously with friend in the dens created by the sheeted climbing frame and tunnels.

Creative and manipulative materials are always on offer to children so their can design and make. They learn to work safely and independently as they develop excellent scissor control and coordination as they mould and shape dough and gloop or cut, stick and paint. Children access mark-making materials and are beginning to be aware of the phonic sound of letters, and link these to their names when they self-register. Books are very well used with a cosy inviting book area created where children sit with their friends or staff to read and look at the pictures. This is reinforced as a book loan system operates, where children take home books to share and enjoy with families, extending their interest and love of books. Group story times are effectively organised and all children are attentive and interested in the story. They respond politely to questions, with some children confident to express their opinions and understanding of the plot. Children are frequently counting and calculating, using mathematical language, as they compare the height of the towers or work out with staff how many more stars they need on their reward chart. Outside the children play counting games and control a variety of small equipment, hoops, balls and ride-on bikes and trikes. Children develop their coordination as they manoeuvre around others and are challenged by trying to balance and ride the two-wheeled scooters and bikes. However the

outside area is not always available to those children who may prefer to learn in the outdoor environment.

Children are kept safe in a very secure and safe environment, where staff continually monitor communal areas and have robust procedures for arrival and departure. Children understand the need to evacuate the premises safely as they are frequently involved in fire drills, from the various emergency exits in the building. They know how to tidy up and take care of the equipment and to prevent accidents. Exemplary hygienic procedures are in place, which are promoted to the children. Children are exceptionally skilled at attending to their own self-care, and most children are completely independent in hygienically preparing their own snack and drinks. They wash hands, choose what to eat and pour their own drinks from the range of nutritious foods on offer. They sit in social groups and chat to each other, with minimal adult intervention, eating fresh fruits and breadsticks until they are satisfied. When finished, children independently place their dirty dishes on the trolley and put unwanted foods into the container ready for composting. Children are impeccably well behaved, they are exceptionally considerate of others' needs and will willingly share favourite toys with their peers. They have established strong relationships with the staff and other children, accepting and responding positively to the agreed codes, for example the use of the sand timer when on the computer. Children demonstrate a respect for the environment and the routines of the setting, for example quickly and carefully helping to tidy away the toys following the five minute warning bell.

## 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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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