

# The Purple Playhouse

Inspection report for early years provision

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<b>Unique reference number</b>	200785
<b>Inspection date</b>	18/01/2011
<b>Inspector</b>	Parm Sansoyer

<b>Setting address</b>	Sydenham Primary School,, Calder Walk, Leamington Spa, Warwickshire, CV31 1SA
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<b>Type of setting</b>	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**

The Purple Playhouse is a committee run group which registered in 1992 and recently extended to offer full day care. It operates from within Sydenham Primary School, which is situated to the south of Leamington Spa, Warwickshire. It includes the main play room, lobby, toilets, kitchen and office.

A maximum of 30 children between two to five years may attend the nursery at any one time. There are currently 64 children on roll, all of whom are within the early years age group. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for free early years education to children aged three and four years old. Children attend for a variety of the sessions on offer. The nursery is able to support children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area, which is partially covered, and to the school playground.

The nursery employs seven members of staff. Of these, six hold an appropriate early years qualification at level 3 and one is unqualified. The setting is in receipt of support from the local authority and has close links with the adjacent school.

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

Overall the quality of the provision is good.

Children thoroughly enjoy this exciting learning environment and have strong support from experienced and knowledgeable staff. This ensures that children make good progress overall in their learning and development. Systems to ensure staff fully exploit all available experiences and fully incorporate less able children during story sessions are developing. All children are valued and display a strong sense of belonging, forming positive relationships with other children and staff. They are supervised well and kept safe because all of the staff team have a good knowledge of child protection issues. Children's knowledge and understanding of the world is a key strength of the nursery's learning programme. Relationships with parents/carers and other settings and agencies involved with the children are strong, ensuring that the needs of all children are well met. An effective self-evaluation process ensures there is a rigorous monitoring system to help improve outcomes for children.

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

To further improve the early years provision the registered person should:

- extend children's learning by ensuring activities can be adapted to take account of children's interest throughout sessions

- refine planning for language and literacy activities so children of all abilities develop a good understanding of books and stories.

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

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children. There is a good awareness of safeguarding issues among the adults within the nursery and all receive regular training. There are effective recruitment, vetting and induction procedures to ensure adults caring for children or having unsupervised access to them are suitably qualified and experienced. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. A well-motivated staff team supervise children well and give good priority to keeping children safe, through maintaining written risk assessments and carrying out daily checks of the environment.

The positive learning and development outcomes are clearly attributable to the effective use of resources. All areas are well-resourced and are imaginatively laid out. Furniture, equipment and resources are of a high quality and the environment, both indoors and outdoors, is managed very well. The organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of all children successfully. On occasions, however, activities start off well and have clear learning objectives, but staff do not always extend or adapt these further when children show an interest in a particular subject or topic. Therefore, experiences are not always fully exploited. Detailed observations to establish the children's starting points and learning points help staff to monitor their assigned key children's development and provide well for their next steps. The strong management and committed and dedicated staff team are enthusiastic about the children's learning and care and work well together. They work collaboratively within the nursery to share knowledge, question practice and test new ideas. Staff clearly support the quality improvement process and recognise how these processes can extend effective practice and secure future improvements.

Parents receive detailed information about the early years provision, the framework and its policies. They are kept well informed about the children's achievements and progress through the children's written 'learning journeys', which document the activities they enjoy throughout their time in the nursery. Parents also enjoy having regular discussions with their child's assigned key person. The initial induction process for all new children is carefully planned to ensure staff take time to get to know the parents and children. An active committee and regular questionnaires about the quality of the service offered allows parents to voice their opinions and make important decisions about the nursery. Strong links with the school means children's educational needs and their well-being is supported well during the transition from nursery to reception. Partnerships with other agencies, including the nearby children's centre, offer a valuable resource for all parents and children.

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

Children's personal, social and emotional development is fostered very well. This is achieved because the staff respond well to the needs of the children. For example, an outdoor, physical activity has been introduced at the start of sessions. This has been very successful with all of the children, especially the boys, to help improve concentration and interest. Children are welcomed into a relaxed and inviting environment and freely access a balance of child-initiated and adult-led activities. Sessions are structured well and are flexible to allow staff to develop positive relationships with the children, who in turn gain a real sense of belonging. Children respond well during circle time, where they discuss and share their experiences. Clear explanations about what is available for them to play with prepares them well for the session.

Children's communication, language and literacy skills are supported well. Children benefit from time to develop spoken language and develop their listening skills through sharing conversations and their stories, both on a one to one basis and in groups. The environment is rich in print and children soon learn to recognise their names. All children are encouraged to develop early literacy skills. A well developed and extensive writing area captures the children's imagination. Here they can freely access a variety of writing materials, such as stencils, scissors and paper, to write messages and letters to post in the post box. Staff use books to reinforce learning in relation to themes and topics and daily story sessions are enjoyed by many of the children. However, planning for book-based activities does not always show how children of varying abilities are catered for, which inhibits them from making the best progress. The children's knowledge and understanding of the world is supported very well. Children access an exciting range of interesting resources to explore and investigate. For example, natural items, various textured items, fabrics and metal objects encourage children to use their senses and question what they have found. Light boxes and three dimensional mirrored shapes are used successfully throughout sessions to help children learn about light, reflection and investigate how light illuminates certain objects. Children have use of an extensive range of programmable toys and information communication equipment. They learn to direct simple robots and use talking pens and tape recorders to record their voices. Well thought out activities introduce children to a range of cultures through themed activities, a selection of books, puzzles, visual aids and a variety of resources as they play. Problem-solving games are popular and encourage children to seek patterns, make connections and recognise relationships. These encourage children to find out about and work with numbers by counting, sorting and matching. They have planned opportunities to experience weighing, measuring and capacity and to consider concepts, such as floating and sinking through meaningful, practical experiences, for example when playing with the water and sand.

Children learn about the importance of keeping healthy through regular discussions and themed activities, which give them a good understanding of nutrition. They are provided with a healthy snack consisting of fresh fruits, milk and water. Children from the nursery join the school children in the main hall for lunch. These

meals are freshly prepared and include a selection of meats, fish, vegetables, healthy options and children's favourites. Children develop healthy habits as they benefit from daily opportunities for physical activity, which they enjoy. This helps children develop a positive attitude towards exercise. There are effective hygiene practices in place to prevent the spread of infection throughout the nursery and children begin to understand simple hygiene practices as they are encouraged by staff to wash their hands. Children behave in ways that are safe for themselves and others and are developing an understanding of dangers through learning about road safety and regularly practising the fire drill. Children are well behaved and there are high expectations of behaviour. They develop good habits due to the praise and encouragement they receive. Children work well with their peers and become active, inquisitive and independent learners, helping them to develop good skills for the future.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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