

Playshack Playgroup

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*.

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

Playshack pre-school has been established since 1992 and registered since 1999. The pre-school is accommodated in a purpose built building with direct access to a semi-covered outdoor play area. It is located in the Rotherhithe area in the London borough of Southwark. The pre-school serves families who live or work in the local area. The pre-school is open Monday to Friday, 09.30 to 12.30 term time only. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for 15 children under eight, of these not more than 15 may be in the early years age range at any one time. They do not offer care to children under two years. There are currently 16 children on roll who attend various sessions. The pre-school provides support for a few children who have identified special educational needs and/or disabilities and a few children who speak English as an additional language. There is a team of three full time staff and a small team of bank staff who cover in their absence; all staff hold relevant early years qualifications. The pre-school is a member of the Pre-School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with high quality educational programmes which reflect all areas of learning and show regard to the needs of children as individuals and as a group. Children are supported by staff who challenge their learning and accurately track their progress, as a result, the needs of all children in the Early Years Foundation Stage are met effectively. The capacity to maintain continuous improvement is outstanding; this is evident in the commitment shown by staff in developing the quality of their service and well established methods of working in partnership with parents and other professionals.

What steps need to be taken to improve provision further?

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

- extending the opportunities for children's free creative art work to be displayed.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to help safeguard children and promote their welfare. All staff have completed appropriately vetting checks and participate in a continuous system of appraisal to assure their suitability to work with children. In

addition, all staff have attended relevant safeguarding training and have policies and procedures in place; this enables them to take prompt action if they have any concerns relating to children's welfare. All required documentation is in place which is used appropriately and shared with parents; this helps safeguard children's welfare as clear records of attendance of staff, children and visitors are kept along with records of any accidents or medication administered. Staff have completed a thorough risk assessment of the premises and show high regard to promoting safety at all times.

Staff work closely with parents to ensure children's who have special educational needs and/or disabilities are supported well. They have established effective partnerships with a variety of professionals and use individual education plans and participate in regular meetings to ensure all information is shared and children's progress is monitored. In addition, staff work closely with parents to support children who are learning English as an additional language. Children learn about cultures and beliefs through well planned activities relating to a variety of festivals and use a broad range of books and resources that help develop their awareness of all people in the community. Excellent systems are in place to promote effective engagement with parents. For example, they are offered a broad range of information about the setting and kept well informed about their children's progress. In addition, they are offered regular news letters and have excellent opportunities to be involved in the life of the nursery through regular outings, parents meetings and parents social events. Parents report that their children are very happy at the nursery and that they are making excellent progress. They report that their children are settled, enjoy the activities and that they as parents appreciate the opportunities to be involved in the well organised outings and events.

Staff show high regard to driving improvement as they have successfully met all recommendations raised at the last inspection. They have established various methods of evaluating their service, for example, they have completed a safeguarding audit required by the local authority along with their own self evaluation document that relates to all areas of the provision. They have set out an action plan relating to the areas they have identified for improvement and show regard to extending their own knowledge of childcare and education through regular training courses. In addition, they use well established methods to evaluate the educational programmes and children's progress. Deployment of resources is effective as staff work cooperatively as a team and make excellent use of time and space; as a result children have outstanding opportunities to engage in purposeful activities that support all areas of their learning and development.

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

Children are provided with an excellent learning environment as staff have organised the space to ensure all areas of learning are promoted effectively. They show high regard to detail, such as ensuring books are accessible throughout the nursery that reflect and support each area of learning, along with written words,

displays of art work and photos of children participating in activities and outings, creating a stimulating learning environment. Children actively make choices as they select resources and work independently. They have access to an extensive range of good quality toys and books that promote all areas of learning effectively. Toys are stored at low level in clearly labeled storage units that show photos and written words. Children have access to a excellent range of furniture and equipment that is suitable for their age and abilities. Children adopt healthy lifestyles as they make healthy choices at snack time of a wide variety of fresh fruit, savory crackers and milk or water. They enjoy the relaxed snack time where they sit in small groups with staff and hold conversations, enhancing their social skills.

Children learn good hygiene habits, such as regular hand washing and they are supported well by staff in learning to blow their noses appropriately, helping to stop the spread of infection. Children are supported well in the event of an accident or illness as staff hold current first aid qualifications and take prompt action to support children appropriately. They also keep accurate records that are shared with parents; this helps to safeguard children's welfare. Adults support children's learning exceptionally well as they constantly engage them in conversations during play and move freely with children, enabling them to follow their own interests. Staff have established consistent methods of tracking children's progress as they use the assessment systems endorsed by the local authority. They make continuous observations which are supported by photos and samples of children's creative work and regular reviews that summarize and evaluate their progress and identify their next learning priorities. In addition they have devised their own documents that monitor the use of assessment for each child relating to all areas of learning; this ensures they are able bridge any gaps in children's learning patterns effectively. Staff use their assessments to aid future planning, enabling children to benefit from a broad range of activities that include free-flow indoor and outside play and adult led focus activities. Children have good opportunities to participate in a broad range of outings that support their learning and relate to topic themes; for example, they visited the local ecological centre while concentrating on the theme of a well know book about a park keeper and woodland animals. Staff have excellent systems in place to help identify any additional learning needs and work closely with parents and a range of professionals to ensure children's needs are met effectively.

Children show excellent relationships with staff and each other. They benefit from a relaxed atmosphere and are supported well by staff in learning expectations of their behaviour. As a result, children are well behaved and respond positively to the daily routines, for example, they line up to wash their hands, take responsibility for helping to tidy away toys after use and to set out the cutlery and plates at snack time. In addition, participate in a well established method of assessing their behaviour throughout the session as they discuss together how each one of them has been and agree which coded stamp should be rewarded on their chart; this system works well in this setting as children show confidence in speaking in their familiar group and inform everyone if one of their friends has been very helpful for example. This collaborative approach enables children to learn good codes of conduct, consideration for others and develop a positive contribution to their learning environment. Children show good attachments to staff as they freely approach them if they are upset and they participate in a

gradual setting in programme, enabling them to feel safe and secure. Their awareness of safety is also enhanced through regular participation in emergency evacuation drills and planned visits from the local police who talk about safety. Children are able to adopt healthy lifestyles as they have good opportunities to engage in activities that promote their physical skills during indoor and outdoor play, enabling them to gain regular exercise and fresh air. In addition, they participate in outings that promote their physical skills such as swimming where they are accompanied by parents and staff and outings to the ball pool centre and local parks.

Children have exceptional opportunities to enjoy and achieve and develop their skills for the future. This is due to the excellent organisation of resources, activities and outings, along with the secure systems of tracking children's progress and planning for their individual needs. Children are confident speakers and show good speaking and listening skills during group activities. They use language to express real and imagined experiences. Children use books purposefully and independently; their enjoyment of books is also promoted through the nursery book library and regular visits to the mobile bus library. They are able to identify the letters of their name and are supported well by staff in linking written letters to the letter sounds. Extensive written labels, posters and real household food boxes and items with labels are used throughout the setting, supporting children's reading skills. Children are able to explore and develop their free creative expression as they use a range of paint collage and malleable materials effectively, although there are less opportunities for their free creative art work to be displayed. Children enjoy being imaginative and become fully engrossed in role play, imitating adults as they use the home corner and the shop. They sing along to music tapes and have access to a good range of musical instruments, enabling them to freely explore sound. Children show excellent problem solving skills as they use a variety of construction sets purposefully to create an end result, such as building a car with bricks. They use mathematical language well during play, for example during sand and water play children freely discuss size, shape and count objects accurately. Children develop their awareness of nature and living things as they grow plants, strawberries and flowers in the garden. They show skilful use of the computer as they use the mouse confidently and follow the computer programme, for example, completing a matching pairs game or puzzle; this supports children's problem solving skills along with developing their awareness of technology. Overall, children are happy, settled and purposefully engaged in activities that reflect all areas of learning.

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

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|--|---|
| 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

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|--|---|
| 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

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| 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