

Play Place Little Angels

Inspection report for early years provision

Unique reference number 957401
Inspection date 08/06/2011
Inspector Elizabeth Mackey

Setting address Limpsfield Road, South Croydon, Surrey, CR2 9DA

Telephone number 07985 771045 or 07766 107303
Email hennischris@aol.com
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.

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
W: 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).

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

Play Place Little Angels is one of five provisions run by Play Place Childcare Services Ltd. It opened in 2001 and operates from three rooms within a church building. It is situated in Sanderstead, a suburb of the London borough of Croydon. The setting is registered on the Early Years Register, and a maximum of 36 children may attend the pre-school at any one time. The pre-school is open each weekday 9am to 3pm, term time only. All children share access to a secure outdoor play area.

There are currently 63 children aged from two years to under five years on roll. The pre-school currently supports a number of children with special educational needs and children who speak English as an additional language.

The pre-school employs eight staff; of these, six staff including the manager hold appropriate early years qualifications. The manager has completed a BA (HONS) degree in Early Years Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely confident, happy and are making excellent progress in this extremely well managed pre-school. The management, staff team, and parents work in complete partnership to provide children with consistent care and education. Their two-way communication works mostly highly successfully to ensure all parties are fully informed about children's welfare and learning. The nursery makes outstanding efforts to maintain links with others in the community, in particular with the local school where some of the pre-school children also attend. The staff team demonstrate exceptional enthusiasm and they constantly evaluate their practice. This means the standard of the provision is consistently high and children enjoy innovative play and learning experiences. The holistic approach to care and a commitment to ongoing improvement highlight this pre-school as an outstanding example of a high quality children's pre-school provision.

What steps need to be taken to improve provision further?

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

- extend the system for parents to contribute to their children's development records.

The effectiveness of leadership and management of the early years provision

Strong leadership and robust systems fully support children's safety and welfare. The staff team fully understand safeguarding issues and practitioners are aware of the procedures to follow if they have any concerns about the welfare of a child in their care. Effective training programmes underpin their overall knowledge and skills. Regular staff meetings are held where information and good practice is shared. Furthermore, the rigorous risk assessments which are completed daily and reviewed regularly, enhances children's safety both inside the nursery and when they go on outings. All regulatory records are meticulous and stored confidentially. Policies and procedures underpin the highly effective management. Parents have access to them and staff review them regularly to ensure they remain up to date.

Staff show great efficiency in the planning and daily preparation of activities for the children. Children's individual needs are met extremely well and their interests given careful consideration. The planning takes account of children's shared care, which helps to ensure that children receive a balanced programme of activities. Children have an excellent range of resources and enjoy an innovative range of activities. There is always high quality interaction from staff who enthusiastically take every opportunity to promote children's learning and enjoyment. Staff treat the children with the utmost respect and their holistic approach and commitment to inclusive care is a notable strength of the setting.

Children's home cultures are respected and all children are fully integrated through their play experiences regardless of background or ability. For example, staff use a variety of strategies to support children who speak English as a second language, and those who have language difficulties. They promote partnership with parents and outside agencies in supporting children's language acquisition. Several staff are trained to use Makaton sign language and use this and picture prompts to aid communication with children who have English as an additional language or communication difficulties.

Staff and parents work in harmony to provide the best possible outcomes for children. Staff highly value parents' views and their contribution. Parents remain up to date in a variety of ways. Planning and newsletters to parents identify how they can contribute to the programme of activities; for example bringing in things from home and reinforcing the learning about a particular theme. Information from parents is recorded on children's files, although the process for parents to contribute directly is not systematic. Parents comment they are extremely satisfied with the care their children receive, they say 'Staff are fantastic', 'They are very nurturing', 'I feel confident knowing that my children are safe' and 'I am very pleased with my children's progress'.

Some children have shared care between the pre-school and primary school. Staff have successfully established very good working relationships with the school and help to ensure there is a smooth transition for the children. Key workers have face to face meetings with the school teachers to discuss individual children's abilities, progress and their needs. This gives children the best possible start at their new

schools.

The nursery has made outstanding progress since their last inspection. This is due to the dedicated, cohesive staff team who are passionate about improving outcomes for children. All staff contribute to the self-evaluation and curriculum development and they have a can do approach, which demonstrates their ability to maintain consistently high standards and a high level of continuous improvement. New innovative ideas include the introduction of regular outings to Bears wood, which strongly promotes a healthy lifestyle. Children benefit from enjoying outdoor pursuits that provide opportunities across the six areas of learning in an environment where they can learn to manage risk effectively.

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

Children demonstrate confidence and a strong sense of belonging in the setting. They are active learners showing high levels of engagement in the extensive range of activities available. Staff speak of the children knowledgeably and with determination to ensure the curriculum provides a personalised learning programme for each of them. This results in children making exceptional progress in their learning. Staff ensure all children can access the activities, taking account of attendance patterns and any additional needs. They are reflective practitioners and use team discussions to focus on how they can maximise children's learning experiences and the inclusion of all children is their priority. A common thread emerges from observation and discussion with staff and parents, which is how skilled and knowledgeable staff are in recognising and promoting children's personal, social and emotional development. As a result of this, children demonstrate they feel safe and secure. They approach the staff confidently and make their needs known. They are kind to one another and helped to understand important social skills, like sharing. Children tell staff how they feel and for children who are unable to communicate their feelings there is a visual strategy, using expression cards in place that works effectively.

Children love sharing books with staff; they cuddle in for their favourite stories. Some storytelling is livelier and staff use puppets to enhance the storytelling. There is a great sense of fun and lots of laughter, as children are encouraged to use actions to tell the tale. Story sacks are being developed to further promote children's interests. One is designed specifically to enhance children's transition to school and includes photographs of the inside of the schools children will be transferring too. Available in the book area is a family album, which has photographs of the children and their families; this is used as a tool for discussion as well as providing comfort for children during the settling in process or at times when children need reassurance. Children also actively engage in music and movement, they ask staff to play their favourite songs. There is an abundance of activities provided and staff are continually providing experiences to consolidate children's learning. An extension of the autumn theme resulted in the hall being filled with dried leaves for the children to explore. The excitement, enthusiasm, and engagement experienced by the children is evident in the excellent display of

photographs that depict their delight. There are beautiful photographs and artwork displayed which adds to the stimulation of the environment and enhances children's sense of belonging.

A free flow system is in operation and children spend a lot of time in the garden. They learn how to tend the plants, which are growing well in pots and wall baskets. Children play team games like football in the garden and show their counting skills as they score goals. Children enjoy good friendships and their behaviour is very good. Staff employ positive behaviour management strategies, which are effective and take account of individual children's needs.

Attention to children's health and well-being is outstanding. They enjoy an extensive range of active play outside and in nearby locations and they enjoy eating healthy snacks and lunches which are provided by the nursery and parents. Children show an exceptional understanding of the importance of good personal hygiene and healthy eating. Children's development of skills for the future, such as communication, numeracy and development in information and communication skills are exceptionally good. They access appropriate computer games and other resources such as telephones and cameras and use them competently. Children take photographs and are able to print them. Staff use a digital camera to display the photographs to parents as they collect their children. This shows them what their children have been doing and encourages dialogue. Parents comment, 'I love to look at the photographs of what my child has been doing'.

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
--	---

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

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

