

# Playmates Pre-School

Inspection report for early years provision

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**Unique reference number**

EY277351

**Inspection date**

22/06/2011

**Inspector**

Jackie Phillips

**Setting address**

Gipsyville Community Centre, The Greenway, Hull, East  
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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

Playmates Pre-School registered in 2004, although, was first established within the community in 1999. It is run by a committee of interested parties including parents. It operates from a community building, situated in an area known as Gipsyville in the west of Kingston upon Hull. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may provide care for a maximum of 39 children under the age of eight years at any one time. Of these, 39 children may be within the early years age group but none may be under the age of two years. There are currently 35 children on roll all within the early years age group. Children with special educational needs and/or disabilities are welcomed and supported. The pre-school is open each weekday from 8am until 2pm term time only. All children share access to an enclosed outdoor play area. The pre-school employs seven staff, all of whom hold an appropriate early years qualification. The manager holds an Early Years Foundation Stage degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides very high levels of quality care and learning for children. As a result outcomes for children are outstanding and major aspects of the provision are good. Mostly effective arrangements exist to keep children well protected and safeguarded. Partnerships with parents, professionals and other providers are strong, making an effective contribution to children's achievements and well-being. The manager and her team have high expectations and set high standards which are embedded across all areas of practice. Plans for the future are very well targeted to bring about further improvement to the early years provision.

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

To meet the specific requirements of the EYFS, the registered person must:

- take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare). 01/07/2011

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

- increase the opportunities for children to access a variety of resources around the setting to enhance their awareness of diversity.

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

Adults at the setting have a good understanding of their responsibility to protect children from harm. This is because they access training, share information well and have knowledge and experience of the action to take if concerns are raised about children's safety. Generally arrangements for safeguarding are robust. However, on the day of the inspection a lack of staff supervision when the main doors were opened to allow entry for parents and children meant an unauthorised adult or potential intruder could have access to some areas of the building, placing children at risk. The setting works collaboratively with key agencies to support children's health, welfare and well-being. Risk assessments are in place to ensure indoor and outside areas are safe for children to play. Appropriate checks are carried out to ensure those adults who work with children are suitable to do so. Staff are prevented from using mobile phones within the setting and parents are also advised against this, including taking photographs unless prior agreements are made with the manager. An extremely well organised and welcoming environment is provided. Each child is matched with a key person with whom they form a special attachment. This helps children feel safe and secure. A comprehensive range of well written policies and procedures fully support the smooth and efficient operation of the setting. These are shared successfully with parents and team members. Staff are deployed effectively and form a strong and very well established team. There are very good opportunities for continued staff development. For example, through access to training, appraisal, reflective practice and supervision.

Teaching is highly motivating, embedded in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. There is a successful balance of stimulating and challenging indoor and outside activities that are either initiated by children or led by adults. Frequent high quality observations and assessment of children's progress effectively guides and informs planning. Adults confidently use what they know about each child's starting points and capabilities to plan and prepare for the next stage in learning and cultivate individual interests. Written accounts are placed in children's personal files to help adults track progress and identify future targets sharing details with parents. Information is organised in children's personal files which include photographs and examples of work. The result is an account of each child's learning journey for parents to treasure.

The setting has highly positive relationships with parents. Staff work continually to keep parents very well informed and involved. For example, parents are encouraged to share their views, are provided with face to face discussions with their child's key person and are invited to collaborate with staff when taking part in fund raising events. Parents spoken to at the time of the inspection are all highly satisfied with the service they receive. They say children ask to go to nursery and they value the enthusiasm of the staff to help children learn and keep them safe. Parents are prepared to travel some considerable distance for their children to attend the setting. Partnerships and working with others makes a significant impact towards children's achievements, including those with special educational

needs and/or disabilities. Children benefit because staff learn from working alongside partners to continue to provide the support some children require everyday. Regular communication takes place between other providers supporting individual children to ensure continuity and effective information sharing. There is a common sense of purpose and a positive commitment to bring about future developments based soundly on self-assessment and reflective practice. Recommendations raised at the previous inspection have been effectively addressed. The manager recognises that her success at obtaining a qualification at a high level since the last inspection has made a significant impact on her aspirations for the setting, in particular the outcomes for children. She is an inspirational leader, driving her team forwards with ambitious vision for the setting's sustained improvement.

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

Space within the building is used creatively to provide children with a vibrant environment conducive to learning. Children benefit from the provision of an extremely well organised and resourced playroom and adjacent classroom. A clear strength of the setting is how children freely access the excellent outdoor area. This presents a wealth of opportunities for learning to be enriched, extended and enhanced. For example, they dig, plant and use a wide selection of equipment, toys and tools. Children use the outdoor areas frequently and during all weather conditions they experience the wonder of the natural environment throughout the year, observing birds and wildlife closely and the effect of the seasons on trees and plants. This is a major contributor towards children's enjoyment, achievement and learning. The majority of the extensive range of toys, books and equipment are very easily accessible supporting children's independence, choice and decision making. The learning environment is made stimulating with a rich variety of pictures, posters, photographs, examples of children's work, displays and notices all around. There is, however, limited access to a broad variety of resources to expand children's understanding of the diverse society beyond the setting.

Children make significant gains in their learning. They are extremely well supported to be competent and independent. They know where to find what they require and move around indoors and outside confidently. They play a dynamic role in their learning because staff know them well and understand how to inspire and motivate them. For example, a wide variety of mark making resources are readily available for children to practise and refine writing skills. Additional stationary items includes tape, string, scissors, glue, paper and clipboards, encourage children to be creative and productive. Photographs show some children recording plans and designs using these materials outside in the garden. This shows children benefit from the knowledge that staff have of how to meet the needs of different groups of children. For instance, younger children are encouraged to be active and not comply with the needs of older children engrossed in a phonics group time that requires sustained periods of concentration.

All children demonstrate high levels of self-esteem. They build warm and caring

relationships with friends and adults. They work exceptionally well independently and with their peers showing excellent negotiation and co-operation skills. For example, building with the large blocks and deciding together where to place the two ramps for the vehicles to use. They play well imaginatively wrapping bandages around the 'poorly dolly' in the role play hospital or using the first aid supplies to make them better. Their learning is enriched by visitors who are invited into the setting, such as the Police and Dentist. This expands their understanding of health and safety issues. Throughout the year a wide variety of festivals and traditional events are celebrated raising children's awareness of our multi-cultural society. Children are very well occupied and actively engaged in their learning and as such, their behaviour is exemplary.

At snack time children understand the need to wash their hands first and then choose a cup and plate. They are made aware of healthy eating through being involved in choosing and preparing a range of fresh fruits to eat. Some they grow themselves, such as strawberries. They use their initiative, such as finding the waterproof clothing to use during wet weather. Children communicate well, most can recognise their written name and the majority show a good understanding of number and counting. They access resources that will develop early skills relating to everyday information and communication technology, such as, a laptop, keyboard, telephones and pretend household appliances that require buttons to press and knobs to turn. They are involved in helping to care for their environment. For example, helping to tidy away after themselves, sometimes helped by matching items on the shelving. They are also introduced to recycling. Children are able to be creative and express themselves through different mediums including arts, crafts and music. A super range of instruments are used enthusiastically by children as they clash the cymbals and experiment with different sounds using the guitar or harmonica. Overall, children clearly benefit and thrive as a result of the setting they are in. They are very well equipped with fundamental skills they can use to extend their 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

<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	1
The effectiveness with which the setting deploys resources	1
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

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

<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	2
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