

Paston Playdays

Inspection report for early years provision

Unique reference number EY263021
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Inspector Janet Keeling

Setting address Paston Ridings School, Paston Ridings, Peterborough,
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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

Paston Playdays Pre-School opened in 1997 and moved to its current location in 2003. It is managed by Family Action, which is a registered charity. The pre-school operates from a purpose built mobile in the grounds of Paston Ridings Primary School in Peterborough, Cambridgeshire. Children have access to the school playground and playing fields. The pre-school serves children and families from the local and surrounding areas.

A maximum of 26 children from two years to under eight years may attend the pre-school at any one time. Currently there are 23 children on roll, all of whom are within the early years age group. The pre-school is in receipt of funding for early years education. Children attend for a variety of sessions. The pre-school is open Monday to Friday from 8.45am to 12.45pm during school term time.

The pre-school has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language. The pre-school is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. All of these hold National Vocational Qualifications (NVQs) at level 3 or above. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and thoroughly enjoy their time at the pre-school. Staff work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. They provide a range of enjoyable activities which take account of children's interests and learning needs and, as a result, children make good progress in their overall development. Most policies and procedures are in place and implemented effectively to safeguard and promote children's welfare. Effective partnerships with parents and other early years professionals have been established, ensuring children's needs are fully supported. All staff demonstrate a positive commitment towards the sustained and continuous development of the pre-school.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to freely access the outdoor learning environment

- improve induction procedures for parent helpers, ensuring they are given full information and guidance on their roles and responsibilities while working at the setting.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding and protecting children. All staff have a good understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Criminal Records Bureau checks are completed for all staff to ensure their suitability to work with children. Effective recruitment and vetting procedures are in place, together with induction procedures for new staff. However, induction procedures for parent helpers, to ensure they are given full information on their roles and responsibilities are less well developed. Staff have a good understanding of health and safety issues. Risk assessments are completed and reviewed yearly. Daily safety checks cover all aspects of the environment and, as a result, hazards to children are fully minimised. Staff routinely verify the identity of all visitors to the pre-school and have effective procedures in place for the safe arrival and collection of children. The indoor environment is organised well and provides good opportunities for children to make choices about their own play. Staff are deployed effectively to ensure that children are supervised safely at all times.

The pre-school is well led and managed. Staff are enthusiastic, work well as a team and strive to improve their practice. Recommendations made at the previous inspection have been addressed. The pre-school's self-evaluation system, together with feedback from parents, helps staff to identify the strengths and areas for improvement. Staff meetings provide valuable opportunities for staff to discuss planning while regular appraisals enable managers and staff to reflect on their practice. There is a shared vision for inclusive practise, ensuring that every child can achieve as well as they can regardless of their background. Consequently, children are fully included and integrated into pre-school life. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated. Positive links have been established with the foundation stage teacher at the host school, ensuring that children have a smooth transition into their new learning environment.

Partnerships with parents and carers are good. Parents receive a prospectus prior to their child commencing at the pre-school which contains information regarding the running of the pre-school. This includes, the pre-school's aims, settling-in procedures, information on the Early Years Foundation Stage framework and a summary of some of the policies and procedures. Parents are included in the life of the pre-school through coffee mornings, consultation meetings and themed workshops. A parents' notice board also ensures that parents have access to day-to-day information about the pre-school. Children benefit from the meaningful relationships that have been established between their parents and the staff, and from the daily exchange of information which ensures that children's needs are consistently met. During the inspection parents spoke very highly of the pre-school. Comments included, 'staff are caring, approachable and very supportive'

and 'we are kept well informed about our child's learning'.

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

Children happily enter the pre-school and receive a very warm welcome from staff. There is a true sense of belonging as they immerse themselves in their surroundings and show good levels of independence, curiosity and imagination. Space, both indoors and outdoors, is welcoming and stimulating. However, opportunities for children to free flow between the indoor and outdoor area is limited. There is a good balance of adult-led and child-initiated activities that result in children being creative and active learners. Staff skilfully interact with the children and support them as they play. On admission to the nursery information about each child is gathered through discussion with parents and carers and, as a result, children are cared for according to their parents' wishes. The effective key person system enables staff to get to know their key children very well. They observe and assess children as they play and use information gained to support each child's ongoing learning. All children have an individual record of achievement book which contains both photographic and written information of their learning and achievements. These books are available for parents to see at anytime.

Children enjoy a range of enjoyable and challenging activities. They relate well to each other and to adults and are confident, enthusiastic and eager to learn. They are developing a love for books as they freely access a range of picture books and thoroughly enjoy story time. There is lots of excitement and laughter as the children listen to their favourite tales. They are beginning to learn that print carries meaning as they self-register on arrival, use their name card to register themselves at snack-time and are encouraged to mark-make as they play. There is enormous excitement as all the children engage in a junk modelling activity. They carefully select resources, such as cardboard boxes, feathers, cotton wool, string and tissue paper. They cut, glue and stick to make wonderful creations. They enjoy music and enthusiastically join in with a range of songs and action rhymes. There is great excitement as they tunefully sing 'Incy Wincy Spider'.

Children's creativity is fully supported through access to a range of role play equipment, construction toys and to a wide range of media. For example, they relish exploring shaving foam, pasta shapes, sand and water. Their understanding of numbers, size and shapes is developing well through everyday activities. For example, they count how many children are present, talk about the big and small boxes and identify the round, square and oblong bricks. Children enjoy being in the fresh air and relish outdoor play activities. They confidently pedal bikes, skilfully throw and catch balls, run up and down the grassed bank and competently climb trees. They have good opportunities to explore the natural environment as they engage in nature walks and collect fallen leaves to make collage pictures. Children enjoy outings and visits to places, such as the local post office and Activity World at Fengate.

Children are happy, secure and develop a sense of belonging at the pre-school.

Staff lead by example and encourage an atmosphere of calmness and cooperation. They promptly recognise and praise children's good behaviour and achievement. Consequently, children behave well, responding positively to the boundaries set such as helping to tidy away. They demonstrate a growing awareness of their own health and hygiene needs and are fully aware of the importance of washing their hands before eating food. They enjoy healthy snacks and freely access drinking water throughout the session, ensuring that they remain hydrated. Children have good opportunities to learn how to stay safe as they discuss the appropriate use of equipment, engage in regular emergency evacuation procedures and talk about how to explore the trees safely. They develop an understanding of the wider world through access to resources that are representative of diversity and by celebrating cultural festivals throughout the year. Overall, children demonstrate that they are acquiring key skills that will help them in their future 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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