

# Playtime Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	EY422145
<b>Inspection date</b>	07/09/2011
<b>Inspector</b>	Rosemary Beyer

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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

Playtime Pre School re-registered under new private ownership in 2011. It operates from The Community Room within South Cave Church of England School, South Cave in the East Riding of Yorkshire. It is registered to provide care for 23 children between three and eight years of age. There are 37 children currently on the register. The group is registered on the Early Years Register and the compulsory part of the Childcare Register. Children may attend for a variety of flexible sessions, including school holiday care. The setting operates Monday to Friday, between 8.50am until 3.20pm, for 50 weeks of the year, closing for two weeks over Christmas. Children use the large Community Room and the small side room. They have access to the school's outdoor play facilities and the sports hall adjacent to the Community Room when they are not in use.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school promotes children's welfare and learning effectively ensuring they are safe and secure. All children are welcome in the setting and information from parents enables staff to meet their individual needs. Children are well engaged in the activities provided and are able to select or request resources to promote their own interests. Planning and assessment ensure their development is monitored and children have sufficient challenge to keep them interested. Staff work well together and closely with parents, which ensures they are all kept informed of any issues relating to the children's learning and welfare. The setting has not yet started to use a formal self-evaluation procedure or obtained all parents' views, but has highlighted areas for development in the future and discussed the setting with some parents.

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

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

- develop systems of reflective practice and self-evaluation to highlight strengths and identify aspects for future development, which includes the views of those using the service in order to improve the quality of provision for all children
- develop contacts further with other carers and outside agencies to promote continuity and progression for children.

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

The staff are very conscious of their responsibilities for safety and security of the children. They ensure good supervision both inside and out. Safeguarding is well understood and all staff have undertaken child protection training. Only authorised

persons are allowed contact with the children, who are comfortable and happy to see visitors and passers-by in the school playground. The staff promote children's welfare to maintain good health through healthy snacks, good hygiene practice and fresh air and exercise.

Clear policies and procedures are in place to ensure the safe and efficient management of the setting and a review date planned. Although the setting has only been open a short time, staff are clear about their roles and responsibilities and work well as a team. Comprehensive risk assessments have been completed to cover all aspects of the premises and outside area. Resources are readily available and easily accessible to children who can help themselves safely to toys and materials to promote their own interests. A clear emergency evacuation procedure is in place and all the staff and children are aware of the need to leave the building quickly when necessary.

A flexible daily routine enables the children to experience a wide range of activities on the premises, in the outside area and in the village. They visit the library and the school next door. Staff ensure a smooth transition to school by enabling children to meet the teachers and become familiar with the premises before they start. They have started to develop relationships with other agencies and contact details are available should children have additional needs.

Very good relationships have already been developed with parents who are kept well informed of their child's day through verbal feedback. They receive newsletters to keep them up-to-date with developments in the setting, proposed activities and future events. Each child has a development file which shows the progress they have made since starting the group and this is available for their parents to see. The setting treats each child as an individual whatever their background, age, ability or starting point.

The staff have not yet introduced a formal self-evaluation procedure, but have already highlighted areas for future development. Parents have not yet been consulted by questionnaires, but those spoken to during the inspection expressed great satisfaction with the care their children receive. They know they are safe and happy and feel confident they could discuss any concerns with staff.

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

Children are making good progress in their learning as the staff have a very good understanding of the Early Years Foundation Stage. They make regular observations and take photographs to show children's achievements, such as the high tower one of the children built from large cotton reels. This activity showed excellent concentration and how mathematical language could be used in everyday activities as the height was compared and the number of reels counted. Each one was placed very carefully on top of the other.

The children have opportunities to play outside whenever they wish to do so, and one plan is to obtain all-weather clothing for them to use, as they like to play in

the rain. There is a good range of outdoor equipment to promote children's physical development, although at present there are limited opportunities to learn about the natural world. Staff are, however, planning how to attract insects, and grow vegetables and flowers.

Children are confident when visitors arrive, happy to chat about what they have been doing and discuss their preschool. They are developing good social skills, becoming considerate and supportive of each other, such as when younger children need help with shoes or a coat before going outside.

Music and action rhymes are popular with the children who enjoy singing. They also like stories, sitting still and listening attentively while staff read or helping themselves to books in the quiet room and use the cushions to sit comfortably. The children are also aware that books can also be used to find things out, such as the book about dinosaurs which told one child what they ate and how big they were. He was fascinated by the fact there was an elephant-like animal living with the dinosaurs.

Children are learning to look after themselves by implementing good hygiene practice and they wash their hands after personal care and before food. They know they need a healthy diet to keep themselves well and like to help prepare the food at snack time. They pour their own milk or water, and can help themselves to water during the day if they are thirsty. The children use resources with care, take turns and share. They are very sociable and say that they enjoy being able to play with their friends.

## 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	3
The effectiveness of partnerships	3
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

<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