

Playwell Pre-School

Inspection report for early years provision

Unique reference number 509635
Inspection date 22/09/2011
Inspector Linda du Preez

Setting address 32a Westmount Road, London, SE9 1JE

Telephone number 020 8859 7740 or 07763 887181

Email

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).

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.

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

Playwell Pre-School was registered in 1972. It operates in Eltham Park Baptist Church and is a registered charity. It is managed by a committee, which is made up of parents and church representatives. The pre-school has access to two rooms, a large hall, a kitchen, toilets and an outside play area. It serves the local community. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is registered to care for 35 children from two years to under eight years and receives funding to provide free early education for children aged three and four years. There are currently 47 children on roll all of whom are in the early years age range. The pre-school is open Monday to Friday from 9.05am until 12.05pm and 12.00pm to 3.00pm every afternoon during term-time only. Children attend for a variety of sessions and come from the local community. The pre-school currently supports children who speak English as an additional language. There are nine members of staff. Of these, eight members of staff hold appropriate early years qualifications which include two members trained at level 3. The pre-school receives support from an advisory teacher from the Greenwich Early Years Childcare Development Partnership and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make consistently rapid progress within the Early Years Foundation Stage in this well resourced and welcoming pre-school. The pre-school has made significant progress since the last inspection and the team has a positive approach and good capacity to maintain continuous improvement. Children are effectively safeguarded overall. Inclusive practice and valuing individuals is fully embedded throughout the pre-school. The pre-school is developing a strong partnership with parents and has established good links with other provisions within the community.

What steps need to be taken to improve provision further?

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

- support evacuation drills further by consolidating the existing documents used to record arrival and departure times of staff and children
- extend the existing partnerships with parents to further enhance continuity in children's learning and improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place and understood by staff. All staff are aware of what to record and how to raise concerns about child protection. Robust recruitment and induction procedures help to ensure that all staff are suitable to care for children and have appropriate background checks. Access to the premises is through a locked secure door and visitors are required to sign in a book, therefore vetted people always supervise children. Resources throughout the pre-school are of good quality and age-appropriate. Regular practise of the evacuation procedure on different days ensures all staff and children have knowledge of how to keep themselves safe in an emergency. However, while systems to record children's attendance meet requirements, they do not support emergency evacuation procedures fully.

The staff team contributes to the overall evaluation of the pre-school. The pre-school has successfully addressed all of the recommendations made at the last inspection, showing a good capacity to maintain development. Other improvements include using observations and assessments to identify learning priorities. The strong willingness to embrace change improves outcomes for children and has a positive impact on learning and development.

Children access an abundance of stimulating resources which promote all areas of development extremely well. Children self-select resources indoors and outdoors, so are in charge of making their own decisions about what to do. Staff are highly skilled at captivating children's interests and they continually encourage their ability to think critically by asking open-ended questions. Staff are very well deployed and offer an excellent balance of adult-led and child initiated play.

Staff effectively promote equality and diversity. Resources, such as dolls, puppets and books, reflect people from different backgrounds in a positive way. Children who speak English as an additional language are given excellent one-to-one support and make good progress in their communication skills as a result. Staff have an extensive knowledge of children's backgrounds, which enables them to meet their individual needs extremely well.

Relationships between parents and key persons are relaxed and well-established. Parents complete questionnaires and attend open days. Staff collate useful information from parents about children's starting points, interests and routines when they first attend the pre-school. This enables staff to plan for children's learning highly effectively. However, there is no system in place to share learning priorities and encourage parents to contribute observations of progress from home.

Partnerships with other professionals and agencies are securely in place, for example, the provider welcomes local primary schools to the setting to ease transition from pre-school to a school environment. This process effectively helps to support partnership working and continuity for children and their families.

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

Children and parents are warmly welcomed. Children confidently leave their parents. The effective key person system ensures that children form particularly strong attachments to staff. Children communicate with exceptional confidence, talking with a great deal of enthusiasm about their activities. They have substantially active imaginations, which are encouraged through well resourced role play areas. For example, they create restaurants in the home corner, write out menus and pretend to cook and serve food. Children make marks enthusiastically, producing recognisable symbols and letters. Staff inspire children and encourage them to use numbers throughout their play, for example, looking around the room for numbers and comparing quantities of everyday objects. Children share and collaborate with each other, showing that excellent relationships exist across the pre-school. Children use an exceptional range of toys and equipment that enable them to develop valuable skills.

Children's well-being and good health is encouraged throughout the pre-school. They wash their hands before eating and after toileting. All enjoy eating tasty snacks such as fresh fruit, milk or water. They make great strides in their physical development; they relish playing well organised physical games using a rich variety of equipment to try their skills in climbing jumping and balancing.

Children are developing a sense of safety. They learn how to use the environment safely by taking suitable risks using tools and equipment indoors and outdoors. They enjoy learning to use garden implements to dig out weeds and plant seeds. Staff support them through discussions and clear explanations.

Children are extremely well behaved; older children share and collaborate with each other in their play exceptionally well. For example, they play together in the water sharing fishing nets and comparing the sizes and weights as they fill them with toy turtles and fish. Staff are very good role models to the children and manage behaviour exceptionally well. They are highly effective in creating an environment which is calm yet enriching and vibrant. Consequently, children are challenged according to their specific needs and opportunities to learn are abundant, greatly enhancing their skills for 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	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
--	---

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	2
The extent to which children adopt healthy lifestyles	2
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

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