

Playaway Pre-School

Inspection report for early years provision

Unique reference number 404928
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Inspector Vicky Turner

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Type of setting Childcare - Non-Domestic

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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

Playaway Pre-school registered in 1975. It operates from the Stifford Parish Hall in Grays, Essex. The Pre-school serves the local area.

There are currently 51 children on roll. This includes 40 funded three and four-year-olds. Children attend for a variety of sessions. The setting supports a small number of children who have special education needs and/or disabilities and who speak English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The group opens five days a week during school term times from 9am until 12noon and Monday, Thursday and Friday from 12.15pm until 3.15pm

There are eight members of staff working with the children, all hold a Level 3 Diploma in Pre-school Practice. Of these, two hold a Level 3 Diploma in Children and Young Peoples Workforce qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is an inclusive setting where children's needs are well met because the adults have a good understanding of each child's needs. Children make good progress because the setting works particularly well with parents and external agencies to promote good quality education and care. However, opportunities for extending play and exploration is restricted in the outdoors. The self-evaluation process is effective in securing improvement to the provision and outcomes for children. The setting's capacity to improve is good.

What steps need to be taken to improve provision further?

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

- Ensure the risk assessments records when and by whom they have been checked. (suitable premises, environment and equipment) 04/11/2011

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

- Devise systems for analysing children's achievements in order to gain a clear view of progress overall.
- Improve outdoor provision to enable access in all weathers and provide more opportunities for play and exploration.

The effectiveness of leadership and management of the early years provision

Good policies and procedures are in place to ensure that children are well safeguarded. Staff have a good understanding of procedures to follow should they have concerns about a child. Staff are thoroughly vetted to ensure that they are suitable to work with the children. Four members of staff have current first-aid certificates and the others await training opportunities to update their qualifications. This however, does not compromise children's safety. Accident and medication records are well maintained and staff take effective steps to minimise the risk of infection. Risk assessments are conducted for trips and annual assessments are made of the premises. Thorough daily health and safety checks are undertaken, but these do not indicate which member of staff has completed the checks. This is a breach of the welfare requirements. Regular fire practises ensure children understand the procedures for safe emergency evacuation of the premises.

The experienced manager provides good leadership for an effective team who share the vision of providing 'good quality care in a safe, caring and stimulating environment'. Regular staff meetings provide good opportunities for staff to share their ideas and reflect on their practice. Staff and parents are actively involved in the self-evaluation process which enables the setting to evaluate its provision and secure improvement. Areas identified for improvement, include, staff training to improve the quality of observation and assessment. Annual appraisals identify staff training needs which contribute to good outcomes for the children. Recommendations from the last inspection have been addressed. As a result, children's needs are planned for more appropriately and there are more opportunities for outdoor play.

Staff actively promote equality and diversity by ensuring that all children are included. Children with special educational needs and/or disabilities are very well supported. This is because the setting works exceptionally well with relevant agencies that provide appropriate support to ensure that the children make progress. Sign language and visual timetables support children with communication difficulties. A good range of multicultural and disability resources and the celebration of different festivals contribute to raising children's awareness of diversity. A range of specialist equipment support children with physical disabilities. Children's allergy and medical needs are taken into consideration. A complaints procedure is available for parents should they wish to make a complaint.

Good use of resources contributes well to children's good achievement. The accommodation is spacious clean and stimulating. Good staff ratio means that adults are at hand to support and extend children's learning and supervise children well at all times.

The setting has particularly good relationships with the infant school and has effective systems for sharing information and good transition arrangements. This

means that children have the opportunity to meet with their new teachers and support workers prior to them starting school. Excellent links with an extensive range of external agencies ensure that children are very well supported. The setting has a highly positive relationship with parents and carers. Parents' suggestions are taken on board which help improve outcomes for the children. Parents share information about their children and receive good quality information about their children's learning and development which include comprehensive progress reports. Parents are very pleased with the high level of care provided and the way children with emotional and behavioural difficulties are supported. They comment that the setting is 'very much child-centred, inclusive and follow children's interests' and 'the staff are friendly and approachable'.

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

Staff make regular observations and assessments of the children and use this information effectively to plan suitable learning experiences for the children. As a result, children make good progress towards the early learning goals in most areas of learning. Staff track individual children well but do not have a clear view of overall progress. Children's 'All About Me' books indicate children's progress towards the early learning goals with examples of children's work, photographic evidence and observations. Parents are encouraged to contribute to their children's learning and development. Children bond well with their key persons who ensure their welfare and learning and development needs are well promoted. Children make choices from a range of interesting activities, such as, construction, role play, making pancakes with play dough and creating bonfire pictures. Children are happy and comfortable with their adults. They are taught to behave in ways that keep others and themselves safe. For example, they pick things off the floor to prevent accidents. They play safely and use tools safely. Visitors, such as, the police and the fire service help children develop an awareness of how to keep themselves safe, stranger danger and fire safety.

Children make healthy choices of bananas, apples and raisins from the rolling snack bar. They drink water or milk. The outdoors provides good opportunities for crawling, running, climbing, sliding, and riding. This promotes children's understanding of the importance of exercise to stay healthy. Children cannot access the outdoors in bad weather as there are no covered areas. This restricts opportunities for play and exploration in the outdoors. Children develop good personal hygiene routines and self-care.

Children share a special relationship with the adults. Their behaviour is exemplary because they understand that there are boundaries and what is expected of them. Gentle reminders from the adults and picture prompts remind children about the rules. Children with emotional and behavioural difficulties are very well supported. They play well together, share and take turns. Tidy up time is a team effort which is done very swiftly. Children participate in a number of fundraising activities to support various local charities. They make a positive contribution to the

community.

Children are well prepared with skills for the future. They have good opportunities for developing their language and communication skills as they listen to stories, share books, and participate in role play activities. Adults model language well and extend children's vocabulary. Children experiment with a range of mark making equipment and make shopping lists in the role-play area. Projects, such as, 'Every Child A Talker' and 'Chatterbox' have contributed well to children's language and communication skills well. Adults take every opportunity at developing children's problem-solving and numeracy skills as they count how many children are in today and play a game of dominoes. The children engage in sorting and counting activities. They have access to a wide range of information and communication resources that promote most areas of learning. Children are developing good knowledge and understanding of the world as they make maps, observe seasonal changes and life-cycles and visit various places in the local area.

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	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	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