

Playmates Pre-School

Inspection report for early years provision

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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

Playmates Pre-school is a committee run setting that opened in 1988. It operates from a large room in a community hall, located in Horsham, West Sussex. Children have access to a secure, enclosed outdoor play area. The nursery is wheelchair accessible.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend in the early years age group from two to five years. There are currently 37 children on roll; all of these are in this age group. This includes two-, three- and four-year-olds who receive funding for nursery education.

The setting opens Monday to Friday term-time only from 8.50am to 2.50pm. This includes a lunch club. Children attend for a variety of sessions, on a full or part-time basis.

The setting supports children with learning difficulties and/or disabilities, and children who speak English as an additional language. There are nine permanent members of staff. Of these, seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is generally well supported within a very welcoming and stimulating environment. Children's individual needs are highlighted and met well by the experienced and highly qualified staffing team. Partnerships are fully fostered enabling a cohesive approach to learning and care. Effective self-evaluation enables the setting to plan efficiently for their continuous improvement, which provides a firm foundation in the development of positive outcomes for children.

What steps need to be taken to improve provision further?

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

- create an environment rich in print where children can learn that words carry meaning, for example using words with pictures
- support children's increasing independence as part of their daily routines, for example, at snack time.

The effectiveness of leadership and management of the early years provision

Good emphasis is placed on safeguarding children. Staff have a secure and well developed understanding of the procedures to follow in the event of any concerns about a child. They have access to a range of literature, which is in line with local safeguarding board procedures and is further supported by in-house training. Thorough risk assessments are in place for all aspects of the provision. Staff undertake daily checks when setting up the environment, which enables them to identify any potential hazards before children arrive, and these are recorded. Required documentation is in place and managed well to support children's well-being and maintain confidentiality.

Evaluation systems play an active part in promoting positive outcomes for children, as management and staff are proactive at ensuring identified improvements are prioritised according to the impact they will have on children. Parents are included in this process as their opinions are sought through the use of questionnaires, which enable management to not only gauge the satisfaction of their service users, but also to consider and address any suggestions parents may make. The consistency in maintaining continuous improvement is also reflected in the management's ability to address recommendations from the last inspection effectively. Staff's professional development is well supported through the use of annual appraisals.

The setting is well organised and staff work tirelessly to provide a stimulating and welcoming learning environment through the use of 'learning zones', enabling children to make independent choices. Children freely select from a wealth of good quality resources, which are well placed to enable children to follow their own interests. The setting provides an inclusive environment, where children are valued as individuals. There are effective systems in place to support children with special educational needs and/or disabilities. Staff are pro-active in accessing support and working alongside other agencies to enable individual play plans to be put into place, to fully secure children's individual needs. The setting fully supports children and families for whom English is an additional language, enabling them to feel fully integrated and enjoy a sense of belonging. Children have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own, through activities, resources and displays of positive images which are seen throughout the setting.

Partnerships with parents are well established. They are encouraged to play an active part in supporting their children's learning within the home. The introduction of 'parents stories' has enabled parents to observe and reflect on how their children play and learn within their home environment. This provides a valuable insight for parents, as they are encouraged to share their observations with their child's key person. This secures an equal partnership approach to learning, and planning effectively for children's next steps. A wealth of information is available through the use of a well presented welcome pack, newsletters and clear notice boards, enabling parents to be kept effectively informed. Parents speak positively about their children's experiences and speak highly of the dedication of the staff

and they stimulating environment that has been created to allow children to feel at ease and enjoy their time at pre-school.

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

The setting is a happy and welcoming place for children to spend time, which enables them to make generally good progress in their learning. They settle quickly into their chosen activities showing that they are confident and independent learners. They are at ease and secure with staff and readily seek reassurance and assistance when needed. For example, children ask for help when pursuing their chosen activities. Children's independence is generally fostered through activities and most routines that they undertake. However, children are not actively encouraged to develop their independence in the preparation of their own snacks. Staff show a good understanding of the Early Years Foundation Stage framework and of how young children learn through first hand experiences and play. The effective use of observation and assessment enables staff to systemically plan for children's next steps in their learning through a programme of activities which are fully reflective of children's changing development needs.

Children are very well behaved. They respond well to the needs of one another and offer help and support to those around them. The use of visual aids captures the positive actions that they make. For example, the 'Friendship tree' enables acts of kindness to be recognised and celebrated in the setting. Children are constantly praised for their efforts by the staff, which enables them to develop good self-esteem. They move around the setting with ease and familiarity showing that they feel secure and safe. They show a true awareness of others safety as they manoeuvre bikes and scooters around the outdoor play area taking care not to bump into each other. Children develop a keen understanding of the importance of good health. They enjoy a range of healthy food options at snack time, which takes account of children's individual dietary needs. They enjoy daily fresh air and exercise in the newly developed garden area. They use a range of physical play equipment to enable them to develop the use of their large muscles, and enhance and support their ongoing physical attributes. Children demonstrate good personal hygiene as they independently wash their hands before they eat and after using the toilet, and know why it is important.

Children participate happily in a varied programme of activities which provides support in developing their skills for the future. They enjoy using the well resourced and cosy book corner, where they confidently select from range of books, enabling them to develop their awareness of print. However, lack of labelling in other areas of the pre-school means there are limited opportunities for children to learn that words carry meaning. They enjoy using a range of mathematical equipment which enables them to develop their use of number and other mathematical concepts through games and activities. Children's creativity is enhanced as they use a range of creative media. For example, they mould and manipulate modelling dough into shapes, using a range of small tools and natural resources and create 'fire work' pictures using brightly coloured paint and glitter.

Changing role play areas provide opportunities for children to act out familiar scenarios in their own lives and explore their own imaginations. They have many with opportunities to explore and use a range of technological equipment. Overall, children in this nurturing and child-centred pre-school are prepared well for their next stage of 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