

Playaway Preschool

Inspection report for early years provision

Unique reference number EY431065
Inspection date 14/12/2011
Inspector Elaine douglas

Setting address Kingswood Congregational Church, Hanham Road,
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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.

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

Playaway Pre-School was originally run by a committee and was re-registered as privately owned in 2011. It operates from the main hall in Congregational Church Hall in Kingswood, South Gloucestershire. Additional facilities include toilets, a kitchen, office and foyer. There is an enclosed area for outdoor play. The pre-school opens from 9.15am until 3pm during term time only.

The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 38 children may attend the pre-school at any one time. There are currently 72 children from two to under five years on roll, some in part-time places. The pre-school receives funding to provide free early years education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The owner has achieved Early Years Professional Status. There are seven members of staff who work directly with the children. Of these, six hold a Level 3 early years qualification and one holds a Level 2 qualification. The staff are supported by a part-time administrator.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Suitable supervision and adult ratios mean that children are safeguarded overall; however, on the day of the inspection a condition of registration and legal requirements, concerning notifying Ofsted and risk assessment, were not met. Children develop a satisfactory awareness of hygienic practices, although this does not extend to hand washing. The pre-school is generally, widely resourced and enables children to make satisfactory developmental progress, although assessments are not well focused on children's starting points. Partnership with parents and others involved in children's care and learning is a strength of the pre-school and ensures children's individual needs are appropriately met. However, not all children's backgrounds are represented sufficiently. Self-evaluation is basically established and ensures the capacity for continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- review the risk assessment more frequently where the need arises and take all reasonable steps to ensure

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that hazards to children both indoors and outdoors are kept to a minimum. (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register)

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

- extend reflective practice and self-evaluation to more accurately identify the pre-school's strengths and priorities for development that will improve the quality of provision for all children
- improve the range of experiences and resources for children to gain a positive sense of their own identity
- extend the information gathered on children's starting points to provide sufficient challenge in their initial learning and development
- support children to obtain a better understanding of healthy hygiene practices and how these contribute to good health, including by developing hand washing procedures.

The effectiveness of leadership and management of the early years provision

Staff have a suitable awareness of the procedures to follow to safeguard children. The manager has carried out relevant checks on staff to help ensure their suitability. Written risk assessments identify how staff take most precautions to safeguard children. They make basic, daily checks before children use the garden to reduce most risks. However, staff do not completely secure the doors to the garden so that children do not trap their fingers. The provider has not reviewed the risk assessment where the need arose for the Christmas party, which is a legal requirement. Ofsted was not informed of the event, which means the provider was caring for more children than the conditions of registration allow. The provider gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action. The manager checks that she meets appropriate ratios and records children's attendance satisfactorily.

The new owner/manager is developing suitable systems of self-evaluation. These identify most strengths and some areas for development. The manager is currently seeking feedback from all staff. However, the system is in its early stages and, therefore, does not identify accurately all key priorities for improvement. The manager is reviewing all of the policies and procedures and has begun to update them. She is working towards a Forest School leader qualification to enhance children's learning. The manager is currently identifying better ways to record the planning and intends to have specialist staff attend the setting, such as music and aerobics teachers. She plans to encourage children's independence further in preparing their snack. She suitably uses staff appraisals to discuss practice and identify future development.

The manager demonstrates through discussion that staff usually use the available

space suitably to provide activities and resources covering all areas of development. On the day of the inspection, it was not as effectively organised due to the party. Outdoors, the limited space includes varied resources so that children engage in digging, climbing, exploring water and using a theatre. Staff provide additional resources, such as all-in-one, wet weather gear, to enable equal opportunities for all children to access the outdoors. Generally, sound resources are available to promote children's awareness of diversity and the wider world. One parent attends the pre-school to do Thai cooking with the children. The use of recently purchased 'super-hero' costumes has been found to make boisterous play much calmer. Staff adequately support children who are learning English as an additional language in, sometimes, using their first language and sign language.

The relationships with parents and other providers are significant for the setting. Parents have good opportunities to receive both verbal and written feedback on their child's development. They speak positively about the staff and the value of the recent parents' evening. Improvements to the assessment systems ensure that parents' contributions are included. Staff handle the settling-in procedures sensitively so that these are individual to children's needs. Parents are able to take activity bags home to continue their children's learning experiences. For example, the healthy eating bag provides stories, equipment and recipes. Staff establish good links with the local school to support children's transition. A speech therapist attends the pre-school to offer support and individual learning plans.

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

Children have sound opportunities to make choices about their learning and initiate activities. They access a wide range of books and are confident to approach adults to read to them. Children gain a satisfactory awareness of people's differences through their role play and celebrating festivals. However, the environment does not represent all the diverse backgrounds of the children attending, in order for them to gain a positive sense of their own identity. Overall, most children gain appropriate skills for the future. They use a computer to support their learning, access a range of writing resources and engage in problem-solving activities.

Children confidently separate from their carers and have affectionate relationships with the staff. Most children show that they feel safe and demonstrate a feeling of belonging. Staff use appropriate strategies to gain children's attention, for example shaking a tambourine. When they ask the children to sit on the mat, most respond quickly. However, when there is an increase in numbers of children, such as at the Christmas party, some become unsettled and this occasionally affects their behaviour. Some staff interaction encourages behaviour that is more positive.

Staff make suitable observations of children's achievements. However, information obtained on their starting points lacks detail to enable initial planning to challenge all children. The new system of summarising the observations helps staff identify

children's next stages in learning more accurately. The manager, using information provided by each child's key worker, completes the planning of appropriate activities and experiences. Staff identify specific resources to promote their key children's next stages of development. This means all children make at least satisfactory progress. Staff react suitably to impromptu situations. For example, when it starts to snow, they open the doors to let the children experience this. During whole group, singing activities, children are encouraged to develop their imagination by making up verses to the songs and they enthusiastically join in with the actions.

Children develop a satisfactory awareness of healthy practices. For example, most children put on coats to go outside in the snow. They independently use the toilet and some flush it afterwards. However, not all children remember to wash their hands. Staff prompt children to wash before eating and provide individual towels to prevent cross contamination. Children have daily access to fresh, drinking water and staff provide them with healthy snacks. Children have daily opportunities to use the garden and gain a sound awareness of the importance of exercise. Children grow herbs in tyres and enjoy a range of creative activities, both indoors and outdoors.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 28/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 28/12/2011