

# Childs Play Pre-School

Inspection report for early years provision

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EY222121

**Inspection date**

04/11/2011

**Inspector**

Bernadette Cooley

**Setting address**

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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**

Childs Play Pre-School was established in 2001. The pre-school operates from St. Hugh's Church Hall in a residential area of Market Harborough. It is registered with Ofsted on the Early Years Register to provide care for up to 24 children aged between two and five years of age. It opens daily during school term times, Monday and Friday 9.20am to 2.50pm, Tuesday and Wednesday 9.20am to 1.20pm and Thursday 9.20am to 12.20pm. The lunch club sessions allow children to bring their lunches. Children are grouped together in one large hall with access to a kitchen and toilet area. The intake of children reflects the local area. Five staff work directly with children and all are qualified to at least level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This is a strong setting, where the active and purposeful curriculum is delivered by dedicated, warm and caring staff, who are sensitive to children's individual needs and who work very well as a team. Children enjoy their time at the setting as excellent relationships have been established and partnerships with parents and carers are generally very effective. Planning and assessment strategies ensure that children are on course to make progress towards the early learning goals. There is a wide range of high quality resources, with opportunities for children to develop future skills in most areas. The manager and staff have a shared vision and drive towards exemplary practice in all areas.

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

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

- extend opportunities for parents to have input into their child's learning and how they can support their child across different areas of learning
- extend the range of opportunities for children to use technology and programmable toys to enable them to develop skills for the future.

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

Children are safeguarded and well protected in the setting because there are effective systems, procedures and strategies to manage any concerns about their welfare. Staff are experienced and are knowledgeable about keeping children safe. A designated person has responsibility for safeguarding. All staff are appropriately vetted and are safe and suitable to work with young children, and basic qualification requirements are exceeded. Risk assessments are used effectively to ensure the areas and equipment used by children are safe.

All staff are very knowledgeable about how young children learn and work well as

a team together. There is a wide range of resources available to enable activities to be planned to meet children's learning needs, and as a result, children progress well from their individual starting points. The learning environment is well organised and attractive to children, and they have access to a wide range of quality resources. Staff are consistent in their practice and have fun with the children. As a result, children use their time well, and their behaviour is exemplary.

Staff are very proactive in evaluating and developing aspects of the provision. This means there is a clear sense of pride and ownership. The manager has an ambitious vision, which staff share, and the development planning to deliver improvements to outcomes for children is outstanding.

There are strong day-to-day links with parents, and partnership is actively encouraged. Parents receive high-quality information about the setting; for example, the prospectus, policies and procedures are readily available. Good use is made of the notice board and regular newsletters. Important information is shared when children start the setting, and parents receive regular informal feedback about their child's progress, together with a summary of progress at the end of term. There are more limited opportunities for parents to have input into their child's learning. Parents speak highly of the setting. The setting forms good relationships with other early years workers, and the manager attends the local support group as appropriate.

Children's individual needs are met well. The key worker system ensures each child's progress is monitored, and parents have a member of staff as a point of contact if they have concerns. Effective policies and procedures are in place to promote equal opportunities, and activities are differentiated to meet the needs of different learners.

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

A strength of the setting is the support staff give to children's learning. Staff make regular observations of children and plan for their next steps. This means children enjoy a wide range of exciting and challenging experiences, which ensures they make good progress in their learning and development. Progress is reflected in each child's learning journey record. Consequently, they are on course to meet the early learning goals. Staff interaction with the children is of a very high quality, and a positive, warm and supportive atmosphere ensures outcomes for children are good. Children confidently ask questions and respond well to staff's open-ended questions to develop excellent communication skills.

Effective systems are in place to ensure a safe and secure environment for children to explore freely and independently. Children, therefore feel secure and confident in the setting, which is shown by their purposeful behaviour and attitudes and their ability to make positive choices in their play. The setting has comprehensive safety policies and procedures. For example, the children and staff go through the 'golden rule' cards each day at welcome time, which includes the evacuation procedure and how to use the equipment and premises. As a result, children are developing a

good understanding of how to keep themselves safe.

Children are developing a good awareness of adopting a healthy lifestyle; for example, they are well aware of good personal hygiene routines, such as hand washing, because staff reinforce these at welcome time and throughout the session. Staff provide a range of healthy snacks at snack time, and children can choose from a range on offer. Staff make time to sit and talk to children, and as a result, children are encouraged to make healthy choices. Although, the use of the outside space is limited, staff are keen to provide opportunities for physical play and ensure these are planned into the session. They teach children about the effects of activity on the body and ensure that drinking water is available freely throughout the session. This means that children are developing a good understanding of how to keep themselves healthy.

There is a good balance of group and independent activities to further develop children's skills. There is a book area where staff share stories throughout the session. Staff skilfully plan imaginative activities to engage children, such as a deep tray filled with autumn leaves where objects such as conkers are hidden. Toy hedgehogs are hidden for children to find, promoting much discussion. This is also linked to colour-matching with a shaded chart so children learn there are many different shades of brown or green. Creative activities are provided to give children the opportunity to explore different media, for example by making bonfire pictures. Children dress up and play with tills, phones and keyboards, and staff are exploring ways of extending technology provision further.

Children's enjoyment and attitudes towards learning are very good. Behaviour is of a high standard and the atmosphere is calm and purposeful. This is because staff reinforce positive behaviours at welcome time and this is supported by a clear reward system of positive praise, stickers and 'star of the day'. Children know what is expected of them and respond well. Staff are adept at encouraging negotiation to resolve differences. Children are, therefore, developing respect for themselves and others. The setting makes effective use of books and activities to teach children about diversity and other cultures.

## 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	1
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

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