

# The Pre-School Play Station

Inspection report for early years provision

---

**Unique reference number** 226492  
**Inspection date** 15/03/2012  
**Inspector** Patricia Bowler

**Setting address** The Village Hall, Station Road, Broughton Astley Leicester,  
Leicestershire, LE9 6PT

**Telephone number** 0776 1173658

**Email**

**Type of setting** Childcare - Non-Domestic

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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**

Pre-School Play Station is privately owned and was registered in 2001. It operates from two rooms within the Village Hall in Broughton Astley, Leicestershire. The Pre-School serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The Pre-School opens Monday to Friday during school term times. Sessions are from 9am until 12noon and 12noon until 3pm. Children are able to attend for a variety of sessions. The Pre-School is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 52 children may attend the Pre-School at any one time all of whom may be on the Early Years Register. There are currently 64 children attending who are within the Early Years Foundation Stage. The Pre-School provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities.

The nursery employs eight members of child care staff all of whom hold appropriate early years qualifications. The Manager and Deputy are currently attending Degree Courses at level five.

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

Overall the quality of the provision is good.

Staff effectively implement the Early Years Foundation Stage and care for children in a safe, nurturing and inclusive environment. Children flourish in their early education through innovative play opportunities making good progress in their learning. Partnership working with parents and others is good. Well-established systems for self-evaluation actively drive further improvement to promote and maintain children's health, welfare and development.

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

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

- enhance established systems to continue parents involvement in children's ongoing learning and development
- improve hygiene routines with specific reference to hand washing procedures prior to snacks.

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

Children's safety is paramount and staff are highly knowledgeable regarding safeguarding issues and the procedures to follow, should they have concerns relating to children or others working with them. A consistent and dedicated staff team work extremely well together to ensure most day-to-day routines are efficiently managed. Clear policies, procedures and records, revised accordingly maintain regulatory compliance. Comprehensive risk assessments ensure the environment is regularly checked, maintaining children's safety both indoors and out. Robust recruitment and induction procedures ensure qualified staff, with relevant knowledge and experience, are suitable to work with children impacting on the level of care they receive. A robust appraisal system monitors working practice, effectively addresses further training and includes systems to confirm staffs ongoing suitability.

Children are supported exceptionally well as they transgress in their early learning and development. Although key persons are allocated and forge effective links with parents, children receive highly personalised care from all members of staff who know children very well. The Pre-School is extremely well resourced providing children with innovative and exciting experiences which inspire their enjoyment and holistic development.

Effective partnerships with parents ensure information is shared to enable staff to care for children according to their individual needs, interests and parental preferences. Although parents provide initial information relating to children's learning and development, systems to encourage their continuing involvement in adding to children's detailed learning journey's have yet to work effectively to support ongoing progress. Parents acknowledge their involvement within the Pre-school speaking highly of the management and staff.

The setting works diligently with others involved in the children's care, such as health professionals and specialist workers. They work together to help children reach their full potential and support the identification and inclusion of any child with additional needs. Secure links with local schools are established to aid a smooth transition as children move on in their education

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

Children make good progress towards the early learning goals through an innovative environment based on child initiated activities. Much emphasis is placed on children learning through their play. The main hall is inviting and appealing and consequently they experience a wide range of stimulating play opportunities supported with an abundance of equipment and resources. This promotes self-selection and inspires them to steer their own play and make learning fun. Children join in enthusiastically during a hairdressing session with two staff acting as 'clients'. They brush and comb, apply hair rollers and clips and engage in

conversations about their actions. This is extended when they apply face paints to staff following and replicating spider and butterfly designs from a book. They work cooperatively taking care when a child asks the staff member if it hurts as she brushes her hair. Older and more able children help others to open and apply clips and rollers.

Every opportunity is used to encourage children to steer their play. Staff know when to stand back even when children are using equipment including a recently purchased I Pad in addition to a computer. Children confidently use slide features and touch screens. They record each other on a dance programme delighting in reviewing themselves on screen. A small group work alone taking turns to complete age appropriate game programmes.

Exciting table and floor activities promote active development in all areas of learning where children participate to their level. A child stands at the junk modelling table initially enjoying feeling the different texture of the materials available. A glue stick is used skilfully during model making and then a considerable time is spent snipping paper as he practises the use of scissors. Staff acknowledge children's work promoting a sense of achievement and self-esteem. Physical activity is promoted both indoors and out. A second room is used for large play equipment and wheeled toys. The outdoor area is used in its natural form with a sloping grass area and use of trees and bushes to hang mobiles. Large commercial tyres are filled with bark and sand and children climb inside, balance as they transfer between them and develop coordination as they jump down from them. Children steer the play and decide to make an assault course. They work cooperatively to move crates and logs, transporting these in wheel barrows until it is finished. They delight as they climb onto a platform, jumping off and proceeding along the course. Staff involvement is minimal offering support only when it is requested to promote independent thought and action.

Personal care is promoted and children know to wash their hands following personal routines. However, a shared hand washing system prior to snacks poses a risk to cross infection. Snacks are varied to promote healthy options and activities such as teeth cleaning with large sized teeth and brushes encourage healthy routines.

Staff implement a range of methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, they know what is expected of them and develop an awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect difference and diversity. They support two children in Africa through a volunteer who acts as a link. Children send clothes and small items and share events through photographs. A recent introduction of a talking book transferred by the volunteer commuting between the countries gives a voice to all of the children in their communication.

Books, posters, wall displays and play equipment help children to value themselves and others. They take part in various activities, supported by staff and parents to celebrate in a range of special events and festivals.

## 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	1

### 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	1
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
--	---

### 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	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	2
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](http://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