

# Farleigh Playschool

Inspection report for early years provision

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**Unique reference number**

122429

**Inspection date**

08/03/2012

**Inspector**

David Hogg

**Setting address**

Warlingham Village Primary School, Farleigh 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*.

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## Description of the setting

Farleigh Playschool has been registered since 1991. It operates from a purpose-designed area within Warlingham Village Primary School in Warlingham, Surrey, and serves the local community. Children have access to a group room with adjoining toilet and hand-washing facilities. Children also have supervised access to a dedicated outside play area and many also use the school hall, playground and playing fields. There are currently 39 children on roll from two to four years. The setting is in receipt of funding for free early years education for 29 three and four-year-olds. The group operates Monday to Friday, during term time, from 8.30am to 1.30pm. An afternoon session also operates from 1.30pm to 4pm. Children attend a variety of sessions. A team of eight staff work with the children, and in addition there is another member of staff providing temporary support. Currently there are six staff that hold recognised early years qualifications, including four with National Vocational Qualification at Level 3. Staff are experienced in supporting children with special educational needs and/or disabilities and children who speak English as an additional language. The leadership and management is shared between two part-time members of staff, one of whom acts as the special needs co-ordinator. The playschool is registered on the Early Years Register and may care for a maximum of 13 early years children at any one time.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Farleigh Playschool is a good setting that provides an inclusive and supportive environment and ensures the children are well cared for and make good progress. Staff are well trained and knowledgeable about the children in their care. They use their skills to good effect with the result the children are effectively supported overall in their learning through the stimulating and engaging activities provided. Safeguarding is excellent, and children's safety within the setting is given a high priority at all times. Partnerships with parents and carers are strong and the playschool shares and celebrates the children's success through progress review meetings and a regular newsletter. The leadership team has a clear ambition and drive and demonstrates a good capacity for further improvement.

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

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

- focus the planning of learning activities more closely to the individual needs of all children to further personalise their learning
- develop further the systems for self-evaluation to identify areas for improvement and enhancing the outcomes for children.

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

Safeguarding arrangements are excellent. Child protection training for all staff is up to date and staff were involved in the reviewing of the new policies so have a good understanding of the issues surrounding safeguarding. The child to adult ratio in the setting ensures good support for children with a wide range of abilities, including those with special educational needs and/or disabilities. This close attention from adults ensures the children are closely monitored and that a caring adult is always close by if a child has a problem. Comprehensive risk assessments are also in place. Staff instinctively know when to join in children's activities and when to stand back and let children play freely. As a result, the playschool ensures that all children have equal opportunities to succeed and have fun. The setting supports children from diverse backgrounds as they develop and grow. The manager has developed good and extensive links with external agencies to secure additional support when it is needed.

Leadership and management are good, and ambition is embedded well at all levels. Daily routines ensure the setting is effectively managed and resources are used well. The setting is small in size but the space is used to good effect, both in the indoor and outdoor spaces, to provide the children with a range of interesting activities to engage in. Improvement points from the last inspection have been addressed, demonstrating the setting's good capacity for further improvement. Professional development is seen as a high priority to enhance the skills of the staff and so ensure the children are well supported. Parents and carers meet regularly with staff to discuss the progress of their children. A newsletter gives parents and carers information about what is happening at playschool and regular coffee mornings enable parents' and carers' views to be canvassed in a more informal way.

The two managers work hard to secure additional support for children when it is needed and this support for children with special educational needs and/or disabilities is a strong feature of the playschool. The special educational needs co-ordinator works with families and outside agencies to access additional provision when necessary. As a result, all children are fully integrated and involved in the activities on offer and all children progress well. Transition links with the host and other primary schools are good with a sharp, focused discussion of the children's progress and needs being a key feature. The staff work together to review the overall effectiveness of the provision in engaging the children. They are beginning to look to extend this to review the impact on the children's learning more formally. Self-evaluation systems are not fully developed in order to inform actions for improvement in all areas of provision, so that all staff can easily see the strengths and areas for further development.

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

The children enjoy playschool and say they feel extremely safe and looked after; this is a result of the setting's outstanding safeguarding procedures. The good pupil to staff ratio ensures there is always an adult available to support the children. As a result, the children are able to work with an adult individually or in very small groups of two or three. This enables the children to develop strong relationships and access any support they may need to progress in activities. Children generally benefit from a good range of engaging experiences that enable them to learn well and develop effectively; however, the planning of learning opportunities is not personalised to the individual needs of all children of different abilities.

The way the setting is organised between the indoor area and a separate outdoor facility limits free movement between the two, but in each area the children are given a balance of adult-led and more independent activities to engage with. Activities stimulate interest about the world around them, for example, a group was fascinated by the movement of salt through a mixture of cooking oil and water and talked about what they saw happen. Staff closely observe, monitor and assess the progress and interest of the children in activities and add notes or photographs to learning journals. The journals are detailed and allow progress to be tracked over time. The outdoor space is used well, for example, children use creative role play linked to awareness of road safety through dressing up as people who help and protect us. Although the area is small the children can play ball and ride on push cars, which are popular.

The children's behaviour and attitudes to each other are good. When playing together, they are careful and sensible not to bump into each other and demonstrate thoughtfulness and good social skills by taking turns, for example, with the marble run game. The art work the children produce is of a high standard and their creativity is celebrated through the extensive displays in the classroom and in the entrance hall. The activities they engage in are well planned and enable all children to be involved and included.

Cultural experiences are enjoyed by the children; for example, celebrations for Chinese New Year enabled the children to try Chinese food and to try to eat it with chopsticks, developing their appreciation of other customs. Dressing up as a dragon was popular, as was singing a song in Chinese. The children are given opportunities to develop communication skills with a specialised speech and language programme. The Farleigh Playschool is a setting where the children are valued and nurtured, and, as a result, they develop future skills and are well prepared for the next stage of their education.

## 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	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	1
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	1
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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