

# Playmates Pre-School (Raunds)

Caretakers Bungalow, Windmill School, Windmill Lane, Raunds, Northamptonshire, NN9 6LA

<b>Inspection date</b>	17/10/2012
Previous inspection date	09/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are cared for in a nurturing and supportive environment. They form close bonds and secure attachments with all staff at the pre-school. Staff act as good role models to the children.
- Staff actively engage children in a range of activities to develop and extend their vocabulary.
- Partnership working in the wider context is effective, resulting in an integrated approach to children's care, learning and development.
- Staff have a good awareness of how young children learn. They ensure they are cared for in a safe environment. Security within the pre-school is a priority.

### It is not yet good because

- The deployment of staff occasionally impacts on the quality of care and learning provided.
- The management committee failed to notify Ofsted of a change of manager within 14 days, potentially impacting on the quality of the provision for children.
- The designated person for child protection has not attended child protection training, potentially impacting on children's well-being.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the pre-school rooms and outdoor play area.
- The inspector spoke to the nominated representative of the pre-school and a committee member.
- The inspector held a meeting with the manager and spoke to all staff.
- The inspector looked at children's 'learning journeys', tracking documents, planning systems, a selection of policies and procedures and children's records.
- The inspector took account of the views of parents.

## Inspector

Ann Austen

## Full Report

### Information about the setting

Playmates Pre-School is a committee run community group with charitable status, which was registered in 1991 and moved to its current premises in January 2001. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The pre-school is based in the former caretaker's house in the grounds of the local primary school in the small market town of Raunds,

Northamptonshire. In addition to several rooms in the house, it has access to an enclosed outdoor play area. The setting is all on one level with wheelchair access. Links have been established with its adjacent primary school and the local Children's Centre.

The pre-school is open each weekday during school term-times. Sessions run from 9am to 12 noon and from 12.30pm to 3.30pm. There is a lunch club from 12 noon to 12.30pm. There are currently 28 children on roll. Children are able to attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-olds. It is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of childcare staff. Of these, four members of staff hold appropriate early years qualifications and one member of staff is working towards a qualification. The pre-school receives support from the Local Authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure Ofsted is notified within 14 days of management changes and that the required paperwork is completed and returned to Ofsted
- ensure staffing arrangements meet the needs of the children at all times; this refers to the deployment of staff
- ensure the lead practitioner for child protection attends a child protection training course.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children enjoy their time at the pre-school. Staff are currently developing their knowledge of the revised Statutory Framework for the Early Years Foundation Stage. They understand that young children encounter their environment through relating and communicating with others and engaging physically in their experiences. However, the deployment of staff occasionally results in staff supervising the children, rather than being fully engaged with them. As result, the quality of teaching is compromised, noise levels increase, children wander around and their overall behaviour begins to deteriorate. It also means that free-flow between the indoor and outdoor environment is restricted potentially hindering opportunities for children to continue to develop and extend their learning and development within the outdoor environment. This potentially impacts on the children's

learning and development.

Activities and play opportunities are planned according to the children's current interests and development needs based on the staff observations of them. Staff are currently amending existing arrangements to record this information, including systems to monitor and track children's progress against the seven areas of learning. Staff become involved in the children's play and use appropriate questioning techniques to build on children's existing knowledge and skills. For example, staff encourage children to explore shape and colour as they paint and create an underwater collage scene. Children are also encouraged to make marks on paper to represent their shopping lists. The development of children's language is given high priority. Children are supported by staff to build on and develop their existing vocabulary. They introduce new words in the context of their play and activities. For example, when children jump in puddles staff successfully introduce vocabulary, such as 'splash' and 'jump'. Children sing songs and rhymes and are developing their concentration skills when they listen to stories. Staff successfully use props such as puppets to help sustain children's attention.

Children enjoy outdoor play in the fresh air. They learn about nature and living organisms around them. For example, children search for mini beasts in the soil and learn about the life cycle of a frog. Children create a sensory herb garden, plant sun flowers seeds and grow butternut squash which develops their understanding of how plants and vegetables are grown. Children have access to a computer and handle an appropriate range of mechanical toys and resources, such as torches and calculators. Children participate in imaginary play. They dress up as fire persons, purchase items from the shop and create a petrol hoses from hoops to pretend to fill the car with fuel.

Systems to assess starting points on entry have been effectively established. For example, staff obtain information about the children's stages of development, which aids the initial assessment process. Parents are kept closely informed about their child's progress and development through the continuous exchange of information. Parents are encouraged to share information about their children's learning and development at home. For example, parents are invited to make comments in the children's developmental record folder book. Parents comment positively on the care and learning provided.

### **The contribution of the early years provision to the well-being of children**

Children form close bonds and secure attachments with all staff at the pre-school, including their keyworker. They are treated with kindness and respect. Relationships are caring; children receive reassurance from the staff as required and develop friendships with their peers which effectively expands their social experiences. However, the deployment of staff occasionally impacts on the care and interactions provided. This potentially compromises children's well-being. Care is taken to gather relevant information about children's care needs at the start of the placement. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and that any medical needs are known and accurately met. This effectively promotes continuity in the children's care. Parents are encouraged to attend 'stay and play' sessions to aid the transition from the child's home to pre-school. Staff ensure that children's well-being is

sustained through the accurate recording and monitoring of any accidents, for the administration of medication and if children are unwell.

Staff act as positive role models and effectively implement age-appropriate behaviour management strategies. Consequently, children are learning to share, take turns and to recognise that their actions and words may hurt others. Children are encouraged to develop their independence and self-care skills. For example, older children pour their drinks at snack time, manage their toileting needs and put on their coats and boots for outdoor play. All children are eager to help staff prepare for snack. Children from an early age are encouraged to learn personal hygiene routines such as the importance of hand washing at appropriate times of the days in order to prevent the spread of infection.

Children are developing the confidence to explore their surroundings. They freely flow between the activities in the three rooms and regularly access the garden. Resources are stored in low-level containers and units. Pictures of the enclosed resources on the containers encourages children to have a look and make their own choices about what to play. Children are developing an awareness of the importance of safety. They understand the importance of being careful when using the bikes in the outdoor area and why having too many toys on the floor can be dangerous.

Children enjoy being physically active, which effectively contributes towards their good health and well-being. They manoeuvre wheeled toys with growing confidence, climb on the climbing frame, chase the floating bubbles and enthusiastically run to make their kites fly in the wind. Children handle malleable materials, such as dough and learn to hold tools, such as paint brushes and writing implements, which promotes their hand-to-eye coordination and strengthens small muscles well. They are provided with balanced and nutritious snacks and are encouraged to try new tastes and experiences, such as different fruits and raw vegetables. Drinks are readily accessible, which enables children to help themselves to a drink when they are thirsty. Whilst packed lunches are provided by parents, staff continue to promote healthy eating and encourage parents to supply nutritious food options. Meal times are social occasions where children sit together. They chat freely and develop appropriate table manners.

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

The management committee and staff are suitably committed to continuing to develop the setting in order to continue to enhance children's well-being and development. Recent self-evaluation of the provision has identified priorities and targeted plans for improvement. For example, to support the staff team to attend additional training and to refurbish the bathroom and kitchen areas. The manager of the setting has a satisfactory overview of the educational programmes and the experiences required to help children progress towards the early learning goals. They are currently cascading their knowledge and understanding of the requirements of the revised Statutory Framework for the Early Years Foundation Stage to the whole staff group in order for them to fully implement this in practice. Appraisal systems and a programme for the staffs professional development is in place. For example, staff are supported to obtain further qualifications and to attend

additional training courses, such as 'Let them be two', in order to enhance their existing knowledge and skills.

An appropriate range of written policies and procedures are in place to support the management of the provision. Vetting, recruitment and induction procedures are in place for all adults who work with the children or come into contact with the children. However, whilst the management committee has now notified Ofsted that there had been a change of manager at the setting this was not done within the required time frame of 14 days. This therefore compromised the effective management of the provision. Staff appropriately supervise the children and carry out thorough daily risk assessments of the premises, environment and equipment. Security within the pre-school is a priority, the arrival and departure of children is closely monitored and visitors to the premises are asked for their identification and requested to sign the visitors book. Management and staff have a good understanding of the indicator signs of abuse procedures are in place to report concerns. However, the newly appointed designated person for safeguarding training has not yet attended specific safeguarding children training. This potentially compromises children's well-being.

Management and staff understand the importance of developing positive relationships with parents and other professionals involved in supporting the children's care and education in order to ensure that all children receive consistent and complementary care. Links have been established with the local Children's Centre and attached school. Children with special educational needs and/or disabilities are supported well because staff fully understand the importance of working closely with parents and outside agencies to support the family and the child. This ensures children continue to make appropriate progress in their learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	220279
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	884405
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	21
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Playmates Playgroup
<b>Date of previous inspection</b>	09/06/2010

**Telephone number**

01933 460111

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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