

# Playbox Pre-School

St. Georges Church, 8 Audley Road, FOLKESTONE, Kent, CT20 3QA

## Inspection date

Previous inspection date

24/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children have excellent relationships with staff and staff are very skilled at making children feel valued.
- Children move freely around the setting, utilising the toys and activities with confidence.
- All children are making excellent progress in their language and communication skills.
- Parents report that their children are very eager to attend each morning. Parents attribute this to the warm welcome given to the children by staff and the excellent activities provided.
- Resources are plentiful and children use an excellent range of good quality toys and activities.

## 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.

## Inspection activities

- The inspector talked to children and observed them playing. The inspector paid particular attention to those children with English as an additional language.
- The inspector sampled the provider's regulatory records.
- The inspector talked to some staff members about their key children's achievements.
- The inspector took into account the pre-school's self evaluation.

## Inspector

Linda Coccia

## Full Report

### Information about the setting

Playbox Pre-School registered in 2012 as one of two provisions owned by Playbox Pre-School and Nursery Limited. It operates from three rooms within St Georges Church in Folkestone, Kent. The pre-school serves the local area. The facilities are all on one level. The pre-school is open weekdays, except Wednesday, from 8.45am to 12.30pm, term time only. It is registered on the Early Years Register. There are currently 36 children on roll aged between two years and five years. Children attend for a variety of sessions. Children aged three and four years receive funding for early years education. The provision also receives 'Free for two' funding for two year olds.

The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are seven members of staff working with the children, all of whom have early years qualifications at National Vocation Qualification level 3 or above. The provision currently holds the Kent Quality Mark.

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

#### **To further improve the quality of the early years provision the provider should:**

- enhance the range of resources in the role play area which reflect children's family lives and communities. For example, those available which cater for Nepalese children.

### **Inspection judgements**

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

Children have an excellent time at the setting. The educational programme is varied and imaginative and caters for children's interests and abilities. Staff demonstrate that they have an excellent understanding of how young children learn and develop. They have high expectations of all children based on sharp, focused assessments of children's capabilities. Children are very eager to engage in activities and are co-operative with staff. They are engaged in activities, motivated to learn and choose their own way of doing things. Children with special educational needs and/or those who speak English as an additional language receive excellent support through timely interventions and intensive work on the part of the provider or her deputy and their key person. This enables them to make rapid improvements in their learning given their starting points and capabilities. All children are supported exceptionally well during their move to school and leave as confident learners.

Children are engaged in an excellent variety of adult led and child initiated activities throughout the day. During registration time, the children say good morning to staff and the other children. Older children move on to discussing the weather and the calendar. The younger children have their own discussion times to help them gain more confidence in speaking in a smaller group. Key persons move with the children who need extra help, for example, those who speak English as an additional language. This enables the children to receive extra support and allows the key person to monitor speech more closely. Children eagerly use books on their own in the book area. The older children like to tell stories to the younger ones. Older children have their own books, which they write in practising their early writing skills. One child explained she had written her name all by

herself. The writing was extremely legible for her age.

The sand trays are firm favourites and small groups of children are usually chatting amiably to each other as they play. Staff place interesting items such as twigs and sticks, shells, cones and such like in the sand for children to utilise. Two boys built a cave for their dinosaurs from the sand and twigs. Children are extremely good at utilising the instruments during music sessions. Small groups of children play songs to each other using sand timers to indicate turns. The children engage in an excellent variety of role play activities, becoming fire-fighters or ambulance personnel. They can operate cash registers and mobile phones in the home corner and dress up in a variety of different costumes, which reflect the world at large. However not all are fully represented particularly the local community. Staff have an excellent understanding of how boys play and learn and encourage the boys to make dens and camps.

Staff use a variety of highly effective ways to engage parents in their children's learning. Staff praise children to their parents recognising individual achievements during a session. For example, staff may mention children's competency in using the toilet by themselves. This offers parents the opportunity to reinforce the same learning at home. Staff discuss children's progress with parents during regular planned reviews of their children's written development records. At these times, parents are involved in setting learning targets for their children. As a result, children receive excellent support from all adults. Children's development records show they are making outstanding progress towards the Early Learning Goals and closing the gaps in their learning given their starting points and capabilities.

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

Children arrive at the setting happy and are eager to play. Staff use their nurturing skills to ensure children feel welcome. Children participate at registration time giving their views on different subjects. This helps the children feel valued and part of the group. Children settle well, including those who speak English as an additional language. They form emotional attachments with their key persons and other adults at the setting. Staff use excellent procedures to achieve this. They learn key words from a child's home language or substitute words in English, and communicate with children through pictures and signing. Children show they feel safe and emotionally secure at the setting through their body language and demeanours.

The provider and her staff continually give the highest priority to the safety of children. They effectively support children's growing understanding of how to keep themselves, and others safe and healthy. For example, children were having problems balancing on the blocks; they all wanted to do it at once. After a discussion with a staff member, the children decided that they could all play at the same time if they walked in the same direction. This shows that children are happy to share activities, consider safety issues and implement changes safely. Children demonstrate high levels of self-control during activities. Staff have excellent procedures with which to carry out daily checks on the premises and they include new toys and activities on the bi-annual assessments as

necessary. The highly stimulating and well resourced environment allows children to select their own activities during free play. Children can ask to play outside whenever they want and are free to take any equipment out with them. Numerous constraints on the hall and the outside area means that the provider is unable to use them as she would like. For example she is unable to display children's work on the walls. Instead she has purchased display boards to display children's work so that parents can admire them with the children and can see for themselves the extent of children's involvement in topical activities.

The provider has an excellent healthy lifestyle philosophy. Children have an open snack time so that they can decide when they are hungry. They are provided with nutritious food, which meets their individual dietary needs. Children stay for an extended session so that they can each lunch together. Children help themselves to water when they are thirsty and are proficient in excellent self care routines. Children are developing a healthy lifestyle. Children play exceptionally well with their peers. They have an excellent understanding of how to share toys and take turns by using sand timers to see how long they must wait for an activity. Children demonstrate they are extremely caring to other children as they help them complete tasks and offer hugs to their friends. Staff are excellent role models for the children, always saying please and thank you to children, and listening to and respecting children's views. Therefore children develop an excellent understanding of how to manage their own behaviour.

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

The provider is exceptional in the organisation of her setting. She has an excellent understanding of her responsibility to ensure that the setting meets the safeguarding and welfare requirements. Her rigorous recruitment and vetting procedures coupled with excellent safeguarding procedures ensure that all staff are eminently suitable to work with the children. The safeguarding procedures are also extremely effective in protecting children because staff implement them rigorously. For example, staff complete any regulatory records immediately to help promote children's well-being. Staff have all completed the provider's mandatory induction, assessment and appraisal processes. They are motivated to provide excellence through the provider's rigorous monitoring and supervision processes. They are encouraged to pursue their own professional improvement by accessing training to suit their individual needs and also to help improve the setting for the children.

There are excellent systems in place to monitor children's development and progress. The needs of individual children, particularly boys, and children with special educational needs and those who speak English as an additional language are effectively identified. As a result any necessary changes are quickly implemented to help children progress. For example, quickly involving the local speech and language therapist and forging links between the setting's special educational needs co-ordinator and parents. This ensures that appropriate interventions are in place quickly to help children progress in the next stages of their learning.

The provider considers that the views of the parents and the children are extremely important to the effective operation of the setting. The provider consults parents when considering procedural changes. Parents report that they use the provider's website to see pictures of their children at play and are able to leave comments and suggestions. Staff meet regularly with parents to review their children's progress. Parents report that these meetings provide them with excellent information about their children's achievements as well as offering them support for their families as a whole. Therefore, children have their well-being promoted because adults meet their individual needs.

## 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>	EY452760
<b>Local authority</b>	Kent
<b>Inspection number</b>	811815
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Playbox Pre-School and Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07901907728

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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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