

# Bishops Park Playschool

Bishops Park Community Centre, Lancaster Way, Bishops Stortford, CM23 4DA

## Inspection date

Previous inspection date

19/05/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

2

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

2

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

2

## The quality and standards of the early years provision

### This provision is good

- Staff consistently use observations of children to determine the level of development they are currently achieving. They use these to identify children's next steps in learning and use effective teaching strategies to support them to make good progress.
- Information provided to parents about children's learning is good. This impacts positively on their ability to play an active role in their children's learning. As a result, parents are well equipped to consolidate and extend children's learning at home.
- Children are well protected because the playschool has clear safeguarding procedures, which are known by staff and implemented consistently in daily practice.
- Staff regularly seek the views and opinions of parents and children. This helps them to gain important information relating to the service provided. As a result, the playschool is able to effectively evolve over time, meeting user needs effectively.

### It is not yet outstanding because

- Staff do not always maximise children's opportunities to develop their self-help skills or understanding about age-appropriate technology.
- There is room for the staff to enhance chances for children to enrich their language skills by extending opportunities for them to link letters to sounds.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 indoors and observed children going outside with staff for fresh air. She also spent time talking to children and staff.
- The inspector looked at a wide range of information, including children's assessment records, planning documentation, evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector reviewed the playschool's hardcopy self-evaluation at inspection.
- The inspector carried out a joint observation with the provider.

## Inspector

Ann Cozzi

## Full report

### Information about the setting

Bishops Park Playschool was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Bishops Park Community Centre in Bishops Stortford, Hertfordshire. The playschool serves the local area and wider area and is accessible to all children. Outdoor play is provided through the use of local green space. The playschool opens Monday to Friday, term time only. Sessions are from 9.15am until 2.15pm on Monday, Tuesday and Thursday, 9.15am until 12.15pm on Wednesdays and 9.05am until 12.05pm on Friday. Children attend for a variety of sessions. The playschool provides funded early education for two-, three- and four-year-old children and there are 59 children on roll. The playschool supports a small number of children who speak English as an additional language. The playschool employs seven members of childcare staff, of whom six hold appropriate early years qualifications, one is at level 6 and five are at level 3.

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

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

- strengthen children's opportunities to explore and operate information and communication technology equipment, such as computers, programmable toys or torches, in order to further develop their understanding about age-appropriate equipment and computer software
- extend chances for children to develop independent skills, for instance, pouring their own drinks at snack time
- enhance opportunities for children to extend further their developing language skills by increasing opportunities for them to link sounds and letters.

## Inspection judgements

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

Staff at the playschool show a good understanding of the learning and development requirements of the Early Years Foundation Stage. They undertake regular observations of children and use these to effectively measure their progress through assessment. As a result, the planning of activities is well informed and ensures that children are provided with good levels of challenge tailored to meet their individual needs. Staff also complete progress checks for children between the ages of two and three years in consultation with parents. This means that they are able to successfully identify any gaps in learning and seek appropriate additional support if needed. As a result, all children, including those

learning English as an additional language, make good progress towards the early learning goals and acquire the skills they need in preparation for school. Staff clearly understand the importance of nurturing children's curiosity. They successfully achieve this by allowing them uninterrupted time to play, explore and discover things for themselves. As a result, children have lots of fun as they select toys and props to use as part of their imaginary role play games. This, in turn, encourages children to express their own ideas, thoughts and feelings through play.

The playschool's storage arrangements are at child-height. This effectively encourages children to make choices as they help themselves to things, which interest them. However, children's access to battery-operated toys is, at times, limited. This does not fully support them to consistently build their skills and understanding of age-appropriate information and communication technology. Children are encouraged to have a go at activities, choosing their own ways of doing things. For example, when they want to fill a large container with water, they figure out how they can work together to achieve their goal quickly. Staff teach children how to listen and be attentive. For example, they make sure that they gain children's full attention before giving them clear explanations about what is happening next. This successfully promotes more able children's understanding of how to follow complex instructions, such as preparing for snack time. The communication skills of children learning English as an additional language is also promoted well. For example, staff use key words from home, simple sign language and picture clues to support children's understanding. However, opportunities for children to take part in activities linked to increasing their understanding of sounds and letters are limited. Staff consistently acknowledge children's achievements through rewarding them with lots of praise, which they relish. This, in turn, effectively promotes high levels of self-esteem and confidence. Overall, staff teach children how to develop self-help skills. For example, they are encouraged to choose what they would like to eat at snack time. However, on occasion, staff do not make the best use of all opportunities to extend children's learning in this area. For instance, they do not encourage them to pour their own drinks at snack time. Staff teach children about the natural world around them, including caring for living things and the changing seasons. For example, children have lots of fun caring for and growing plants. This stimulating activity helps them to become engaged and interested, promoting a positive disposition to learning. Early writing skills are promoted well by staff because children are able to use easily accessible chalks, crayons and pencils on a daily basis.

Staff in the playschool develop positive partnerships with parents. They find out important information from them about their child's starting points. This is used to help ensure that initial planning effectively meets children's learning needs. Staff also spend time communicating with parents each day to exchange information about their child's achievements both at home and in the setting. This is further supported through information detailed in each child's home/playschool book. Every half term, parents are invited to share their child's learning records with their key person. Staff also provide parents with information about how they can extend their child's development at home. As a result, children's continuity of learning is well supported.

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

The playschool staff provide a caring and friendly environment, which supports all children to feel safe and secure in their care. The settling-in procedure is flexible and as a result, it is effectively tailored to meet each child's unique needs. Children's confidence is supported well through visits to the playschool before they start. Along with their parents, they are able to acclimatise to the new environment and get to know the adults who will be caring for them. Key persons find out about each child's personal needs from parents. This useful exchange of information helps them to get to know the child and is maintained throughout their placement. As a consequence, children build strong attachments with staff, who know them well. This clearly demonstrates that their well-being and independence are effectively nurtured.

Children are well behaved because staff give them consistently clear, age-appropriate boundaries and guidance. Staff provide children with gentle reminders supported by clear explanations, which helps to foster an understanding about what acceptable behaviour is. For example, more able children know that they must share and take turns. In the main, children's independence is promoted well, helping them to develop high self-esteem. This helps children to build good levels of confidence in preparation for their move to school. Overall, children are enabled to help themselves to a wide selection of good quality, exciting and stimulating resources. They show a good level of awareness linked to staying safe. For example, children understand that toys left on the floor may cause someone to trip over and hurt themselves.

Children's growing understanding of established hygiene routines is clearly demonstrated. For example, they explain to adults that, 'washing hands, gets rid of the germs'. More able children are able to effectively manage their own personal care without prompting. Staff consistently teach children about the importance of a healthy diet through interesting discussions and planned activities. Staff are alert to the needs of children wearing nappies and ensure that suitable hygiene procedures are implemented in their practice. As a result, children's well-being is protected because they are clean and comfortable. Staff ensure that all children spend time outside in the fresh air every day, which further promotes their health and well-being. Staff also plan a good range of physical play opportunities for children indoors. For example, they have fun taking part in music and movement with staff and enjoy learning how to climb and balance when using the slide.

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

There are good arrangements in place for safeguarding children. This is reflected in the playschool's clear policies and procedures, which are shared with all parents. Staff demonstrate a secure knowledge of their roles and responsibilities in safeguarding children. They understand how to recognise and respond to potential abuse or concerns in line with policies and procedures. Staff also contribute towards risk assessments of the premises and outings. Before children arrive, they carry out safety checks, which gives them the opportunity to remove or minimise any identified risks. There is a good range of safety measures in place, such as an effective entry system to protect children's security. Staff also follow clear health and safety procedures during the course of each session,

which further protects children's well-being. The playschool has good recruitment procedures, which ensure that all staff working with children are subject to appropriate checks. The playschool's wide range of policies and procedures are shared with all parents and implemented in daily practice. For instance, the sickness policy means that children who are infectious may not attend. This effectively minimises the risk of cross-infection between children. These measures ensure that all children are able to play in a safe and secure environment.

The provider, along with her manager and staff, work hard to continuously develop and improve the service they provide. Monitoring arrangements with regard to educational programmes ensure that staff's assessment and planning are consistent. As a result, children are provided with a wide range of interesting experiences, which meets their development needs. Most of the staff team hold appropriate early years qualifications. This effectively helps towards supporting children to make good progress towards the early learning goals. Team meetings are held every half term, which gives staff the opportunity to reflect on their practice and contribute towards promoting improvement. For example, staff have taken part in discussions with regard to the organisation of their key-children groups. This has resulted in the implementation of changes to promote even more effective ways of working. As a result, opportunities to promote good working practice have been maximised, further supporting children's good progress. The provider ensures that her staff's professional development is well supported. She holds regular, individual meetings with them to review their working practice and discuss areas for improvement. Training opportunities are subsequently identified and made available, helping to promote staff's continued development. This demonstrates that the provider has a good understanding in regard to the quality of teaching in the playschool and how it impacts on children's progress.

Partnerships with parents, external agencies and other providers of care and education are established and well maintained. For example, staff maintain a consistent flow of important information about the day-to-day running of the preschool. This ensures that parents are kept very well informed about the service provided and topics being covered by their children. All parents spoken to during the inspection provided positive feedback about the manager and her staff. They said that their children love being at playschool and cannot wait to get in there. They feel that the setting works very well in partnership with them. Parents' comment that staff are easy to approach and very supportive. Parents also said that they have recommended the playschool to other parents. Staff work very closely in partnership with other professionals and agencies to make certain that children's continuity of care and learning is effectively supported.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	EY470743
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	945673
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	31
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Dickie Birds Creche LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01279501867

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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, which are usually the childminder's 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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