

# Childsplay Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	139177
<b>Inspection date</b>	09 March 2007
<b>Inspector</b>	Jean Williams
<b>Setting Address</b>	Ickenham Cricket Pavilion, Oak Avenue, Ickenham, Middlesex, UB7 9ER
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<b>Registered person</b>	Linda Hutchinson
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Childs Play Pre-School Playgroup is located in the Cricket Pavilion of Ickenham Cricket Club and serves the village of Ickenham and the surrounding area. It is privately owned. The leader employs seven members of staff who work in rotation over the week to ensure that the required staff/child ratio is always maintained. A key worker system is in place.

There are currently thirty four children on roll eight of whom have funded places. The group supports children who have special educational needs and those who have English as an additional language.

The Pre-School is open five days per week from 09:15 to 12:15 during the term time to care for children aged two years to under five years. The group also offers a wrap around service for those children within the group who attend the afternoon session at Breakspere Nursery. In addition they offer a holiday play scheme for children aged two years to under eight years.

There are good public transport links within easy reach of the setting.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children observe suitable hygiene practices during daily routines when staff clean the tables in preparation for snack time and clean floors after spillages. Children are also learning about the importance of positive hygiene practices through the daily hand washing routines that take place in the pre school prior to eating their snack and after using the toilet. However, children are not always given the opportunity to use fresh soap and water, which could leave them open to the spread of cross infection. Staff take satisfactory precautions when changing nappies in order to ensure that risks of cross infection are minimised. Children are learning to blow their own noses and dispose of the tissues in the bin which also helps to prevent the spread of colds in the pre school.

Parents provide packed snacks and lunches for their children and they receive information about healthy eating. Children are happy and confident as they sit and talk to their friends whilst eating their food. The setting supplements the snacks provided by the parents with fresh fruit such as apples and tangerines, which the children enjoy. Drinks are readily available to the children at snack time and throughout the session. They do not, however, serve themselves which means that there are missed opportunities for them to develop independence skills. Children learn about healthy living through the clear explanations given to them by the staff about foods that promote strong growth.

Appropriate policies and procedures are in place for emergency treatment, accidents and medication, although the administration of medication is not always clearly recorded. Children are protected from the risks of the potential spread of infection because the setting has a policy that children do not attend if they are sick or infectious. Three staff members hold valid first aid certificates which means that they have the required knowledge to treat children in an emergency.

Children enjoy fresh air when they play outside in the fine weather. They enjoy physical exercise such as balancing and climbing. Children are becoming aware of their bodies and the space around them as they participate in music and movement and circle games. Children have many opportunities to develop their fine manipulative skills through using tools and equipment such as pencils, paint brushes, glue spreaders and scissors.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from being cared for in an environment that is welcoming to them and their parents. The room is laid out with interesting activities ready for them to play with on their arrival. They settle well and are soon engrossed in an activity of their choice. There are plenty of toys and resources for the children to use, for example, plenty of bricks for them to make their own constructions without having to negotiate for more bricks from their friends. The staff do their best to ensure that the setting is cheerful and bright. They display the children's art work and photographs of the pre school day which gives the children a sense of ownership and belonging. There is a wide range of toys, furniture and equipment which meet the needs of the children who attend.

Children are safe on the premises. Staff carry out regular risk assessments and deal with any safety issues that arise promptly, however, the radiators in the room give out a lot of heat and could be a potential hazard to the children.

Sound procedures are in place for fire safety, fire drills are carried out on a regular basis and are fully recorded. There are good methods in place to ensure the safe arrival and collection of children. Staff also have good strategies in place for children to be collected by a person nominated by the parents.

The staff have a clear knowledge of their roles and responsibilities in safeguarding children. They are aware of the importance of listening to the children and know the possible signs and symptoms of abuse and the reporting procedures to follow. This means that the children are properly safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

All children arrive at the setting and are eager and interested to learn. They settle quickly to their chosen activity and are engaged to a high level for sustained periods of time. The staff and children have developed close relationships which enables children to gain confidence. Young children are becoming competent learners as they involve themselves in a range of activities which are suitable for their age and stage of development. All of the children have equal access to the activities on offer. Staff adapt and provide extra support for the younger children. The key worker system enables staff to build good relationships with the children and as a result, their care, welfare and learning needs are met within the setting.

#### **Nursery education**

The quality of teaching and learning is satisfactory. Staff are interested in the children and support them in their learning. However, some staff have limited knowledge of the Foundation Stage of learning and the stepping stones, with the result that children are not always fully challenged and their learning extended through the activities provided. Staff plan an interesting and well-balanced curriculum which the children find interesting. The programme is well planned and presented to them but is not thoroughly evaluated which means that the learning intentions and the children's learning outcomes are not always recorded. Children's individual progress is observed and recorded appropriately by staff. Staff make good use of time and resources and therefore, children are busy and well behaved. Some good quality teaching is put in to practise such as open ended questioning and demonstrating new tasks. However, systems are not in place to evaluate the quality of teaching and effectiveness of the provision. The staff create a warm and secure learning environment in which children are making sound progress towards the early learning goals as they play and enjoy themselves. The staff are committed to the children and are keen to improve the provision for early education.

Children are developing confidence and self-esteem through the activities provided. They enjoy dressing up and acting out their imaginative games. They are learning to take turns and show kindness and consideration towards their friends. Children are becoming independent learners as they make their own choice of activity from the wide selection of resources set out in the play room. Children enjoy practising their writing skills, they are able to recognise their names and enjoy linking sounds to letters such as "r" for rabbit and rainbow. There are some missed opportunities for children to practice their writing skills such as naming their own work and writing for a purpose, for example, when they are in the flower shop taking orders and making

stock lists. Children observe examples of the written word in the play room as they look at books and see the seed packets in the flower shop of the role play area. Children enjoy looking at books and listening to stories; they know that print runs from left to right and are able to handle the books competently.

Children enjoy a wide range of problem solving activities. They are learning to count and are able to recognise written numerals around the room. They are beginning to explore simple addition and subtraction through practical activities, number rhymes and songs. Children are learning about shape and space as they construct with bricks. They have opportunities to sort objects in to size, colour and type. Children are investigating and finding out about the environment. They are finding out about people who help us as staff arrange for members of the local community to visit the setting such as the Health Visitor. Children are learning to care about living things as they plant mustard and cress and learn about growing plants and seeds. They are increasing their knowledge and understanding of technology as they use cash tills, the speaking and listening equipment, as well as the computer. They are developing much confidence when using the computer mouse as they drag and click to draw their pictures.

Children enjoy painting, they choose and mix colours and know that red and yellow make orange. They explore different textures as they plant seeds and roll out the play dough. The children have a wide vocabulary of songs they enjoy listening to as well as learning new songs, such as the one about the rain that they are planning to sing to their parents to celebrate Mothering Sunday.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. They are discovering their own culture and beliefs as well as other peoples as they celebrate different festivals, for example, Christmas and Diwali. They have access to a variety of toys and resources which promote diversity such as small world people, books and puzzles. Children are learning to take turns, share and respect one another and the toys and equipment. Their behaviour is very good, they know what is expected of them within the setting and they respond positively to the support, consistent praise and encouragement from staff. Children are able to express their own thoughts and ideas with confidence.

None of the children currently attending the setting have special educational needs. A suitable policy is in place to support children with learning difficulties and/or disabilities.

Younger children benefit from the warm, caring relationships they have formed with the staff. Continuity of care is ensured because staff have also developed strong relationships with the parents. There are regular opportunities for parents to meet with staff to discuss their child's progress. Information is also shared through the notice board and newsletters.

Partnership with parents in relation to nursery education is good. Parents are given clear information about the Foundation Stage of learning. They are kept informed of the planned curriculum through regular newsletters. This means that they are able to participate in their child's learning and encourage their children to bring items of interest in to the setting that tie up with the topic of the week to display on the interest table. There are also opportunities for parents to help in the pre school by taking part in the parents rota. They are able to see their children's progress files at any time and there are occasions during the year when parents are able to discuss the children's progress on a more formal basis with their child's key worker.

## **Organisation**

The organisation is satisfactory.

The leadership and management is satisfactory. Regular staff meetings are held and staff are encouraged to attend training courses. Staff records are kept and are stored to protect confidentiality, however, not all the details are stored in one place which means that information such as qualifications are difficult to find.

The staff team is well established they work well together. Recruitment and induction procedures are in place which ensures children are cared for by suitable staff who are appropriately vetted. Registers of attendance are in place and fully maintained which means that ratios are adhered to. Policies and procedures are implemented effectively to promote children's care and welfare.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting was asked to conduct a risk assessment on the premises identifying action to be taken to minimize identified risks, particularly in respect of the walk-in storage cupboard situated in the corridor. The safety issues surrounding the storage cupboard have been resolved, regular risk assessment takes place which means that the safety of the children is maintained in this area

The setting was also asked to ensure that all records are maintained in a confidential manner. The records are now stored in a locked cupboard within the storage room which the pre school have sole use of which means that the confidentiality of the children is fully protected.

The Pre School was asked to ensure that the written accident recordings include all the necessary detail. The format for recording accidents has been changed to make sure that all the required details are included which means that children's welfare is fully protected and parents are kept well informed.

## **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that medication given to the children is recorded clearly
- ensure that all staff records are stored in one place and are complete
- ensure that children wash their hands using fresh soap and water after using the toilet
- ensure that the radiators do not pose a hazard to the children
- increase the opportunities for children to develop independence especially at snack times.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that the planned activities are fully evaluated in order to plan for children's next steps of learning
- ensure that the activities provided are extended to provide challenges for all the children
- continue to develop the staff's knowledge of the Foundation Stage of the Curriculum and the stepping stones.

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