

# Playdays

Inspection report for early years provision

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<b>Unique Reference Number</b>	139946
<b>Inspection date</b>	14 November 2007
<b>Inspector</b>	Sue Boylan
<b>Setting Address</b>	10 Cedar Road, Sutton, Surrey, SM2 5DA
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<b>Registered person</b>	Linda Speck & Carol Moore
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Playdays pre-school and play-scheme is privately owned and opened in 1993. It operates from three rooms within the Friends Meeting House in Sutton. A maximum of 25 children may attend the setting at any one time. The pre-school is open each weekday from 09:15 to 12:00 and four afternoons a week from 12:30 to 15:00 during school terms only. The play-scheme operates during the school holidays from 09:00 to 12:45. Children from the local area attend.

There are currently 56 children aged from two to under five years on roll. Of these, 30 children receive funding for early education. The setting currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs six members of staff, all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children benefit because they are cared for in a clean and warm environment. The everyday procedures in place to prevent cross contamination are effective, for example, toilets are checked three times a day and a chopping board used when cutting up fruit for snack. Children are beginning to understand the importance of personal hygiene, for instance, they use a special portable sink with liquid soap and paper towel to wash their hands before eating and are reminded to 'put their hands over their mouth' when sneezing, because 'of the germs spreading to others'.

There are very good opportunities for children to be outside in the fresh air and learning about a healthy life style. They love the weekly 'keep fit sessions' where they bend and stretch and move around pretending to be different animals or going on their holiday. Most days there is 'free flow' outside activities, this encourages independence and choice.

All staff are first aid trained which means they are able to treat children quickly if they have an accident or minor injury. They are not at risk from cross infection because parents and staff are aware of the sickness policy and children do not attend if unwell. Staff use opportunities during a session to talk about 'being healthy', for example, a child remembered a member of staff had gone to the dentist, this resulted in a conversation about the importance of seeing a dentist regularly, cleaning your teeth and not eating too many sweets.

Children enjoy the social interaction with each other at 'milk bar'. They come and sit with friends to choose a piece of fruit with perhaps pitta bread and milk or water. This time encourages further independence and an opportunity to sit talking to staff and each other.

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

The provision is good.

Children are cared for in an environment that is safe and secure. Staff are vigilant in their supervision and ensure children's safety at all times. A daily check list is completed and a thorough risk assessment helps prevent children coming into contact with potential hazards. The front door is locked and any visitors have to knock on the door to gain entry. Children are familiar with their surroundings and have space where they can play, rest and eat comfortably.

Children benefit because the staff are welcoming on arrival. They provide an atmosphere where children feel at home. Their art work is displayed and photographs of children participating in activities and outings contribute to a sense of belonging. They can self-select from a range of resources that are in good condition and suitable for the ages attending. Toys are easily identifiable because the labels illustrate pictures and words of the resources in the box

Children are beginning to learn to keep themselves safe, for example, they are reminded by staff to hold scissors correctly because 'you might hurt yourself' and participate enthusiastically in planned activities on road safety. However, there are some occasions when children do not know why they must not run or throw the sand. Fire safety procedures are good as children practise the emergency evacuation routine on a regular basis.

Children's welfare is protected because staff have a good understanding of child protection. They are clear about their roles and responsibilities and who to contact if they have concerns

if a child is being abused or neglected. Staff attend training and there is an appropriate child protection policy.

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

The provision is good.

Children confidently separate from their main carer. They know the routine to go and sit in the book corner on arrival to wait for circle time. This provides an opportunity for children to sit and listen to each other's news, such as a weekend trip to Scotland to be a bridesmaid. Children form close bonds with staff who are caring and attentive to individual needs, for example, comforting a child who is tired. They participate fully in activities provided and readily approach staff to 'sit down and come and have a chat'. This promotes positive self-esteem. Children like to be chosen for a 'special job' and proudly go and get the register.

When working with the younger children staff adapt activities to meet their individual needs. Time is spent at the beginning of term to make sure children feel secure and settled. Staff encourage children to help each other and cooperate in games if they are taking turns. Children benefit because staff engage in their play if appropriate, for instance, giving their food order in the restaurant. There are good opportunities for children to explore sensory activities, for example, they love to play in the sand, soil, and use the play dough.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and plan a range of activities that cover the areas of learning. The daily focus activities enhance children's progress because they concentrate on specific targets for children to work towards. Staff are keen to make sure the planning fits around the child and their ideas used as part of the session. For example, building a boat from milk crates and thinking through how a roof can be made.

Children's progress towards the early learning goals is monitored well because staff make regular observations which enables them to identify their next steps in learning. However, there is little information on entry, about children's starting points because parents do not contribute formally to the initial assessment process. Children are encouraged to be independent, for instance, hanging up their coats, going to the toilet and making a choice between playing inside or in the garden. They play well together and clearly enjoy the company of the staff and each other. Children willingly help less able children in a physical activity which promotes social skills and confidence.

Children learn about numbers through practical activities, for example, counting the children after a fire drill. They play with resources, such as weighing scales when making play dough, beads to make patterns and enjoy a music game to find the different shapes. Children use mathematical language spontaneously as they look outside to point out the 'very tall building, it must have big windows'. There are good opportunities for children to explore and investigate. They handle natural resources, such as shells, conkers and excitedly look through a magnifying glass when a member of staff finds a ladybird. They benefit from activities to promote the wider world and eagerly participate in food tasting and learning words from different languages.

Children have free access to mark making throughout the session. They write their lists, and plans, and some are beginning to write their name. Children have a love of books, they listen intently to a favourite book, 'we're going on bear hunt', joining in with the story and using the

actions. There are good opportunities for children to make and design and they go independently, to the creative table to use scissors, glue, paper and pencils. Children develop their physical skills as they move around the nursery showing good coordination. They improve their small and large muscle control as they successfully manoeuvre wheeled toys around the garden and paint the concrete with water.

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

The provision is good.

Staff create a positive environment where children behave well. They develop a high level of self-esteem because they are valued as individuals. Staff take every opportunity to praise and encourage children throughout the session. They have consistent boundaries so children know what to expect, for example, helping to tidy up and listening to each other at circle time. Children are beginning to cooperate with each other, such as setting up the train track and deciding on their role within the game.

Staff are experienced in the care of children who have English as an additional language. For example, they make sure they find out familiar words in the child's language and use visual aids when telling stories. This contributes to children's well-being. All children are included in the day-to-day routine and staff work closely with other professionals and liaise with parents regularly, if they have concerns about a child's development. This ensures children's individual needs are met.

There are very good opportunities for children to experience the wider and local community. They love to go on a trip to the local supermarket to purchase fruit and vegetables from various countries. They participate eagerly when the 'mini beast' man and vet visit to give a talk. Children are taken on outings to extend their learning, for instance, The London Aquarium and Chessington Zoo. There are a range of toys and planned activities to reflect positive images of culture, disability and gender. This means children's spiritual, moral, social and cultural development is fostered.

There is good partnership with parents. Children benefit because of the close relationships fostered between staff and parents. There is good information provided about the setting and Foundation Stage, for instance, they attend an evening session to understand about the areas of learning. Parents are invited to a meeting with the key worker to discuss their child's progress in relation to the curriculum. This promotes continuity of care and well-being. They are encouraged to be involved as much as possible, for example, a forum encourages ongoing communication between parents and the provider and participating in a 'multi-cultural day'. Comments about provision from parents include 'nothing is too much trouble' and 'staff are passionate about their work'.

### **Organisation**

The organisation is good.

Leadership and management is good. The providers are clear in their vision for children to thrive and progress at their individual level. They have established strong links with the local schools, this makes the transition easier between nursery and reception. The system to evaluate teaching and learning works well. Staff have good opportunities to attend training, this means they keep up to date with changing childcare and educational practice. The manager's are hands-on and encourage staff to be involved with all aspects of the provision including the planning.

Children are cared for by a consistent and experienced staff team who have good knowledge of child development. All staff are suitably qualified and provide good adult support because they work with, higher than required ratios. However, there is no deputy to take over in the absence of the managers. The grouping of children is good with the older ones attending in the morning and the younger children in the afternoon. They are also split into smaller groups for other activities, such as music and movement.

The required records are maintained accurately which means children's health, safety and well-being is promoted. The key worker system ensure children receive consistent care from a named member of staff. They use the Birth to three matters framework and are beginning to make some links in planning to the new Early Years Foundation Stage. Overall the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last Children Act inspection the provider agreed to improve the child protection policy by including, if an allegation is made against a member of staff, this has been completed.

At the last nursery education inspection the provider was asked to develop staff's consistency in using assessments of children's progress to identify next steps for children and include clear learning intentions for all activities in weekly plans; provide more opportunities to develop mathematical understanding and offer choice for children to select their own resources, design and make their own things. There has been improvement in planning and assessment so individual needs and next steps are considered at all times. The medium term plans include clear learning intentions. The areas of learning in relation to mathematics and creative have been improved so children have good opportunities to extend their learning and be independent with their thinking.

### **Complaints since the last inspection**

Since 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- provide more opportunities for children to understand why they must keep safe
- ensure there is a named deputy able to take over in the absence of the managers.

### **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):

- improve the assessment system so it includes information from parents on children's starting points.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)