



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 139946

DfES Number: 523116

### INSPECTION DETAILS

Inspection Date 26/04/2004  
Inspector Name Rebecca Elizabeth Khabbazi

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Playdays  
Setting Address 10 Cedar Road  
Sutton  
Surrey  
SM2 5DA

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Linda Speck & Carol Moore  
Address 23 Acacia Drive  
Sutton  
Surrey  
SM3 9NJ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Playdays Pre-school opened in 1993. It operates from three rooms within the Friends Meeting House in Sutton. Playdays serves the local area.

There are currently 61 children aged from 2 years to 5 years on roll. This includes 29 funded 3 year olds and 11 funded 4 year olds. The setting currently supports a number of children with special needs and who speak English as an additional language.

The pre-school opens five days a week during school term times, offering sessions from 9:15 - 12:00 and 12:30 - 15:00. During school holidays, sessions run from 9:00 - 12:45 for children aged from 2 years to under 8 years old.

There are six permanent members of staff. Over half the staff have early years qualifications, and three members of staff are working towards additional qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Playdays Preschool provides good quality care for children.

Staff have appropriate qualifications and experience and make good use of opportunities to develop their skills and knowledge through training. The setting benefits from a consistent staff team who work well together. The records required for the effective operation of the setting are in place and most are regularly reviewed and updated. However, further updating of records relating to Environmental Health checks and Child Protection is required.

Staff are vigilant about safety and systems are in place to identify and review any potential hazards on the premises. They take steps to make sure children can play safely on a daily basis. Staff have a good understanding of health and hygiene issues. They promote good hygiene practices through the daily routine, and

encourage children to eat healthily at snack time.

Staff plan a wide variety of interesting and exciting activities for children that promote their learning in all areas of their development. Activities for older children are included in plans for holiday periods, and children are grouped according to age, interests and needs as appropriate. Children have access to a range of good quality resources and equipment that are set out by staff to create a stimulating environment. The effective key worker system helps staff get to know children well and respond to their individual needs. Staff manage children's behaviour consistently and are clear about expectations for behaviour within the setting. Children respond well to staff's clear guidance and the familiar daily routines, and behaviour is good.

The setting has good relationships with parents and staff are friendly and approachable. Parents are provided with clear information about the setting and have regular opportunities to meet staff to talk about their child's progress.

#### **What has improved since the last inspection?**

At the last inspection, the setting agreed to update a number of policies in line with the new National Standards. All of these policies have now been amended. The setting also agreed to increase toys and play materials for older children, who would be attending during school holidays. A suitable range of resources and equipment is now available for children aged over five years old.

#### **What is being done well?**

- The setting provides good support for children with special needs. Children are included in all activities, with additional support as required. Staff work closely in partnership with parents and any other relevant agencies to meet children's individual needs.
- Staff are experienced and know the children well. Children are settled and confident within the setting.
- Sessions are well planned and organised to make sure children are all involved in a variety of experiences and learning opportunities. During holiday times, the needs and interests of older children are considered in activity planning, routines and grouping of children.
- Staff are vigilant about making sure children can take part in activities safely on a day to day basis, and risk assessments are effectively used to reduce hazards.
- Parents are welcomed into the setting and encouraged to become involved in sessions as volunteers and on outings. Their views and contributions are valued and taken into account by the preschool.

#### **What needs to be improved?**

- the records available relating to Environmental Health checks, to provide

evidence that any recommendations have been met

- the written statement regarding child protection, by making sure it is consistent with local child protection guidance

### **Outcome of the inspection**

Good

### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Make sure records are available to demonstrate that any Environmental Health recommendations have been met
13	Make sure that procedures to be followed in the event that an allegation of abuse is made against a member of staff are consistent with local Area Child Protection Committee guidance

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Playdays Preschool offers good quality nursery education where effective teaching helps children make generally good progress towards the early learning goals.

Teaching is generally good. Sessions are well organised and resources used imaginatively to create an interesting learning environment. Staff have positive relationships with children, which contribute to children's good progress in all areas. They make good use of opportunities to build on children's initiatives and interests.

Staff have a secure understanding of how children learn and the expected goals for their development, and plan a good variety of interesting and stimulating activities that cover all areas of learning. They are clear about what children are expected to learn from daily 'focus' activities and adapt these activities effectively to support individual needs. However, weekly plans do not clearly indicate learning objectives for the other activities provided, and although staff keep regular records of children's progress, assessments are not yet used consistently to plan activities that will help children move to the next stage in their learning. Opportunities are therefore sometimes missed to make full use of all learning opportunities and build on some aspects of children's development, particularly in aspects of mathematics and creative development.

Leadership and management is very good. Staff have clear roles and responsibilities and work well as a team. There is good support for staff to develop their skills and knowledge through training, and a strong commitment to continual development of the provision.

Partnership with parents is very good. Parents have regular planned opportunities to discuss their child's progress as well as being welcomed into the setting on an informal basis. They are encouraged to be actively involved with the setting and their child's learning, and their contribution is valued.

### What is being done well?

- Children are sociable, confident and motivated to learn. They show enthusiasm and enjoyment when completing activities and are eager to join in and try new things. They have strong friendships with each other and with adults in the setting.
- There is very good support for four year olds, who have the opportunity to work together in small groups on planned activities.
- Topics are well thought out, interesting and meaningful to children. Themes and topics are incorporated into all aspects of the curriculum, but particularly contribute to children's very good progress in their knowledge and understanding of the world.

- Children have good opportunities to develop their language and communication skills through everyday situations and activities. Staff encourage conversations, foster children's enjoyment of stories, and provide opportunities for children to use writing materials for a variety of purposes.
- The staff team is well established and the managers provide good role models for other staff members. The setting has demonstrated its commitment to improvement by joining an accredited quality assurance scheme.

#### **What needs to be improved?**

- the opportunities for children to use creative materials freely and independently for example to design and make collages and constructions that reflect their own ideas
- the opportunities for children to develop their mathematical understanding and solve practical problems through everyday routines and activities
- the detail included in planning, so that learning objectives are clear for all activities
- the use of assessments to identify next steps for children and inform activity planning

#### **What has improved since the last inspection?**

Very good progress has been made in response to the key issues raised at the last inspection.

Children now have many opportunities to recognise the letters of the alphabet by shape and sound, both in planned activities based on the 'letter of the week', and during everyday activities and routines. They are encouraged to write their name with correct letter formation on their drawings and paintings, and some older children can write their name independently.

Children are encouraged to treat their environment with care and show initiative when helping tidy up, for example sweeping up sand that has fallen on the floor and putting play materials away in the correct place.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, interested and eager to learn which supports their good progress in all areas of the curriculum. They choose activities independently and settle to them quickly, showing persistence when completing tasks. Children have good relationships with each other and adults in the setting. They understand the behavioural expectations of the setting, and behave well. They show care and concern for others and are learning to share and take turns.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently and use language to organise and express their ideas and to negotiate with each other. They show an interest in books and listen to stories attentively and with enjoyment. They recognise their names and are beginning to recognise the sounds that letters make. Some older children write their names independently, forming recognisable letters. Children have good opportunities to experiment with writing for themselves through a variety of play situations and activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use language to describe shape, size and position and develop their understanding through practical activities. They show an interest in number. Many children count confidently beyond 10 and some children recognise significant numerals. Opportunities are sometimes missed to develop children's understanding of number through everyday meaningful activities, such as in role play in the 'shop', and older children could have more opportunities to compare numbers and solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore the natural world through well planned hands-on topic related activities. They talk about past and present events in their own lives and those of their families. They show an active interest in the lives of others, and are developing an awareness of other cultures and beliefs. Children use a variety of construction materials and make things with a purpose in mind. They have access to a range of everyday technology, and learn about its uses.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move confidently and with developing control. They use a wide range of tools and equipment and show good hand-eye coordination, for example when drawing pictures or forming recognisable letters. Children are encouraged to develop a range of large movement skills through a variety of activities planned over the course of the term. They are learning about things that are good and bad for them and developing a sense of how their body feels, for instance when they are tired, hot or thirsty.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy role play and small world activities, and use their imagination play together to act out stories. They explore colour and texture through a range of different media and materials, and use colour purposefully, for example when drawing. Children enjoy singing and sing familiar songs from memory. They enjoy adult led craft activities, but there could be more opportunities for children to choose their own creative materials to make and design things that reflect their own ideas.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Develop staff's consistency in using assessments of children's progress to identify next steps for children and inform activity planning. Include clear learning intentions for all activities in weekly plans.
- Provide more opportunities for children to develop their mathematical understanding and solve practical problems through everyday activities and routines.
- Provide more opportunities for children to select their own creative resources and independently develop their own ideas in art and design.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*