

Playdays Preschool

Inspection report for early years provision

Unique reference number

EY410777

Inspection date

10/12/2010

Inspector

S Campbell

Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Playdays Pre-school is a privately run provision. It was registered in 1994 and re-registered under new management in 2010. The pre-school operates from the main hall in Harold Hill Community Centre. The community centre is situated in a residential estate in Harold Hill in the London borough of Havering. There is an enclosed play area available for outdoor play and the premises is disability friendly.

The pre-school is registered to care for a maximum of 24 children from 2 years to 5 years in the early years age group. There are currently 47 children on roll; of these 14 children receive funding. The setting is open from 9:00am to 12:00pm Monday to Friday and from 12:00pm to 3:00pm except Thursday term time only. The pre-school mainly provides care for children who live in the local area. The pre-school supports children with learning difficulties and children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The pre-school employs 8 staff and most staff including management hold a level 2 or 3 childcare qualification. 2 members of staff are working towards a higher childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a bright, spacious and welcoming environment. Through the ongoing support practitioners receive they are able to provide good quality care and education and as a result children are making good progress in all areas of their learning and development. Practitioners and management are professional in their approach and everyday practice which ensures parents are kept well informed about children's progress, organisational issues, events and topics. Those in charge demonstrate a good understanding of the strengths and weaknesses of the setting and take effective steps to improve it further by using the Ofsted's self-evaluation, parental questionnaire the implementation of action plans in partnership with the local authority and the undertaking of the Basic Quality Kite Mark. Each child is valued and respected for who they are which effectively promotes an inclusive environment. There are effective links with outside agencies to support children's learning and development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take steps to ensure a daily record of children's hours of attendance is consistently maintained

23/12/2010

(Documentation) (also applies to the Childcare Register)

To further improve the early years provision the registered person should:

- further develop procedures to ensure CRB Disclosures are handled in accordance with the CRB's Code of Practice and Explanatory Guide
- further develop procedures to ensure children's next steps are consistently documented and their on-entry assessments are fully recorded to effectively support their learning journey

The effectiveness of leadership and management of the early years provision

There are robust procedures in place for safeguarding. Practitioners and management have a good understanding of child protection issues and procedures to effectively promote children's welfare. Most documentation required for the safe and effective management of the pre-school is in place and well maintained with the exception of ensuring children's hours of attendance is consistently documented.

Practitioners work very well as a team and through clear guidance and support from management and the local authority the outcomes for children are effectively met through a stimulating and well-balanced programme. The children are cared for by a suitably qualified staff team. Practitioners share a common goal to the continual improvement of the pre-school to promote children's care, learning and development. They have designated roles and responsibilities which contribute to children's welfare and learning, for example senco (special educational needs officer), safeguarding, behaviour management, health and safety. Management actively encourage practitioners to undertake relevant training to support their roles and personal development. This is identified through effective systems, for example appraisals, discussions, group and one-to-one meetings.

The children are cared for in a safe and secure environment because effective risk assessments are regularly undertaken. Management and practitioners have effectively used Ofsted's self-evaluation as a tool for reflective practice and to further develop their service. Consequently, realistic targets have been made to further develop the outcomes for children, for example the continual development of the outdoor play area.

The setting have developed good relationships with parents and their views are sought through a range of mediums, such as questionnaires and regular discussions. Their opinions are welcomed and this was evident in the consultation for the introduction of the voluntary uniform polo shirt. There is a good two-way flow of communication with parents to ensure continuity of care and to support children's learning, for example a home diary. To further promote effective partnership working new parents are kept informed of their children's well-being via emails and text messaging. They receive photos of children taking part in

activities which provides reassurance.

Although the children do not attend any other setting a setting school book has been implemented to maintain a good flow of three way communication. The setting promotes inclusive practice very well by ensuring all children's individual needs are met very well. They have developed strong links and partnerships with external agencies and parents to ensure children with additional needs are supported, for example speech therapist and the area senco worker. They collectively ensure learning targets are in place and regularly reviewed to support children's learning and development.

The quality and standards of the early years provision and outcomes for children

The children are making good progress in all areas of their learning and development. This is because practitioners have a good understanding of the Early Years Foundation Stage. Most children are new to the setting and the key-person system works very well and as a result the children have settled in extremely well in their new surroundings. Practitioners have developed strong relationships with children and they are very flexible in their day to day approach, for example when required they willingly change children's key-worker to accommodate children's individual needs and preferences. This ensures a smooth transition from home to the setting, promotes children's self-esteem and sense of belonging.

The children are familiar with the well planned routine of the day which contributes to their confidence. Practitioners know children very well and are able to talk about children's developing personalities and how they are moving them on in their next stage of development in great detail. An on-entry assessment is carried out by parents. However, procedures have yet to be fully developed ensure on entry assessment records are fully completed and detailed to aid practitioners to effectively build on what children already know. Although practitioners carry out systematic observations and planning that clearly reflects the six areas of learning. The procedures for consistently documenting children's next steps have yet to be fully developed to support children's learning journey.

Practitioners arrive early at the setting to set up children's activities and toys. This means children are able to engage in activities straight away on their arrival. The children have access to a varied range of toys that are in good repair and are age and developmentally appropriate. The children are interested in the resources on offer and they are able to make informed decisions about what they would like to play with by using the very well implemented choice board. All practitioners effectively support children who speak English as an additional language and children with learning difficulties. The use of the choice board aids communication and enable children to make choices which effectively supports their individual interests.

The children play cooperatively very well as part of a group. They benefit from taking part in singing, music and action sessions. They happily act out action

rhymes, such as 'if you're happy and you know it'. Practitioners provide a broad range of experiences for children to engage in imaginary play and role play to support their learning based on first hand experiences. They take pleasure in acting out real life situations when playing with the kitchen, dressing up in various outfits and the grocery store. They are able to mark make for a variety of different purposes, for example making lists when playing in the grocery store and taking part in free hand drawing. The children are beginning to use one handed tools and equipment with increasing control to promote their fine motor skills, such as pencils, rolling pins and dough cutters.

Children regularly enjoy a range of activities both indoors and outdoors that contributes to their health and develops their physical skills. Through well planned activities they use balancing boards, stilts, tunnels and a parachute. Children's good health is further promoted because they receive nutritious snacks that help them develop healthy eating habits, such as an assortment of daily fruits. Through well planned topics children are beginning to think about their own personal safety, for example 'the people who help us'. Practitioners arrange visits from the local community police officer and fire brigade. Their learning is further extended by taking part in the crossing patrol role play equipment provided by the road safety theatre group.

The children are cared for in a clean and well maintained setting. Practitioners ensure before snacks tables are wiped with antibacterial agents. Through good support children are developing an understanding of good personal hygiene to minimise the spread of cross infection. They wash their hands at appropriate times and use antibacterial hand gel. The children are very well behaved and benefit from consistent praise and encouragement which makes them feel good about themselves. The children enjoy each other's company and they show kindness and consideration towards their peers by offering to hold hands on their return journey from the toilets to the main play area. Practitioners treat all children with respect and they are developing a positive attitude about themselves, others and towards diversity through well planned activities because they celebrate a variety of festivals. Key-workers show enthusiasm to work in partnership with parents for those children who speak English as an additional language. Parents provide key words in Polish and dual language books are in place in Lithuanian. This maintains good communication and allows children to have a strong sense of belonging.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take steps as specified in the early years section of the report 23/12/2010