

Playdays

Inspection report for early years provision

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Inspector Lindsay Farenden

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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.

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Description of the setting

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, Surrey. Children have access to a secure outdoor play area. The pre-school is registered on the Early Years Register. A maximum of 35 children may attend the setting at any one time. There are currently 60 children on roll aged from two to under five years, attending a variety of sessions. The pre-school provides funded early education for three-and four-year olds. The nursery supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The pre-school opens 5 days a week, except for Tuesday afternoon for 38 weeks a year. It offers a variety of sessions: morning sessions from 9.00am until 12.00 noon five days a week; afternoon sessions on Monday, Wednesday, Thursday, Friday from 12.30pm to 3.00pm; and full day sessions on Monday, Wednesday, Thursday, Friday from 9.00am to 3.00pm.

The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register and during some holidays run a play scheme.

There seven members of staff, five of whom hold a level 3 early years qualification and two staff are working towards a childcare qualification. There are also two managers who have a BA Honours Degree in Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this very child-orientated pre-school. The dedicated staff team is passionate about providing high quality care and a superb range of learning experiences for children each day. The pre-school promotes a fully inclusive environment where every child is recognised and valued extremely highly as an individual. Excellent relationships with parents and outside agencies ensure that the needs of all children can be met very well. This leads to outstanding continuity of care, enabling children to make excellent progress in relation to their starting points. All required documentation is in place, but a few are not fully detailed. The management team and the staff are all highly motivated and use self-evaluation effectively to priorities for improvement, resulting in a service that is very responsive to needs of the children and families who attend.

What steps need to be taken to improve provision further?

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

- improve further the record of risk assessments for inside the premises

- improve further the system of record keeping of all medicines administered to children.

The effectiveness of leadership and management of the early years provision

Children are fully protected because staff have a clear understanding of the safeguarding policy and procedures to follow if they have concerns about a child. Comprehensive policies are consistently applied to promote children's safety and welfare. Risk assessments of the setting and for each outing are carried out to ensure hazards to children are minimised, although some are not recorded in detail. Staff are though very vigilant about children's safety and ensure they are supervised at all times. Parents are given written details of any medication administered to their child, but a record is not always kept at the pre-school. The majority of staff are first aid trained, so minor accidents can be attended to immediately. Robust recruitment and vetting procedures ensure staff are suitable, efficient and enjoy working with children. Children learn about keeping themselves safe, as staff explain gently that they need to be careful when running about in the garden, as they may bump into each other and how to use knives and scissors appropriately.

The two managers are extremely enthusiastic. They have completed a degree in early childhood studies since the last inspection and are committed to further develop their own and staff's knowledge and skills through training. A system to monitor and evaluate the setting ensures meaningful improvements to the outcomes for children. Children benefit from qualified and experienced staff who are very caring and clear about their roles and responsibilities. The excellent range play resources and equipment is very effective in promoting children's independence and motivation towards learning through play. Children's behaviour is exemplary because they enjoy a highly stimulating, fun and challenging environment, enabling them to be busy and occupied at all times. Staff use praise continually to encourage efforts and achievements. Children are captivated at circle time as a member of staff uses persona dolls skilfully to talk to them about the importance of listening and talking to teach other.

The staff are totally committed to providing a fully inclusive environment are extremely skilled in ensuring that regardless of any differences in children abilities they are fully integrated into the setting. Staff, parents and outside professionals work very closely together. This ensures that children with additional needs receive one-to-one attention when required and are provided with appropriate aids and individual learning plans are followed to support them reach their full potential exceptionally well. Excellent links have been established with schools to help children make a smooth transition into school.

Right from the start strong relationships with parents are encouraged so that staff, including each child's key worker, consistently work together to enable all children to reach their full potential, at their own pace and unique way. Detailed information is actively sought from parents about their child's required care; medical needs and stage of development when they start and on a regular basis

throughout their time at the pre-school. Parents are very well informed about matters affecting the pre-school and receive regular newsletters providing them with information of future events, activities, and topics taking place, so they are able to further support their child's learning at home.

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

Children are very happy and thoroughly enjoy their time in the pre-school. Their levels of confidence and self-esteem are exceptionally high and they have a very strong sense of belonging. They build excellent relationships with the staff and their peers and this is truly enhanced through the excellent key person system. The environment is bright and attractive with photographs, children's work and posters displayed throughout. There are many opportunities for children to recognise print, letters and numerals around the rooms. Children's language and communication skills are promoted through very positive interactions with staff in everyday play, for example, some children sign with staff whilst others talk about their activities. Children enjoy looking at books as they sit in comfort in the very well presented book corner. They avidly listen to stories and enjoy acting them out using puppets and during free play. For example, children enjoyed making a bridge together with milk crates and then acting out 'The Three Billy Goats Gruff Story' in the garden. Children have many opportunities to mark make as they access writing materials both inside and in the garden. Children express their creativity through a wide range of activities. They use their imaginations very well, as they pretend to make drinks and cook foods in the very well resourced home corner. Children are beginning to count confidently and clearly understand numbers that are important to them, such as their age. They enjoy wealth of activities which promotes their understanding of the concepts of matching, sorting weighing and measurements.

Children have wonderful opportunities to visit the local community and experience what real life is about. For example visiting the library and walking in the snow to a local café to have a drink of hot chocolate. Children have great fun learning about different cultures and the way people live around the world through well planned topics. On a topic about different countries children made their own passports and a tunnel and pretended to go to France on the train. They also learnt to name some colours in French. Children very much enjoyed a party in which they dressed up in traditional costumes and tasted foods from the around the world.

All aspects of children's welfare, learning and development are very successfully promoted because staff have an excellent knowledge of each child's individual needs. Children's individual learning journals which are shared with parents provide detailed information on their progress; activities children have enjoyed at home, photographs and their art work. Children's progress is methodically observed and recorded and used to plan for their next step of learning. The rigorous tracking and evaluation of each child's progress, ensures they receive achievable challenges in highly enjoyable ways. Staff are very good at facilitating group sessions, ensuring children of all abilities are fully involved and very effective learning takes place. Children are superbly supported by enthusiastic staff who

generally want to share with them the fun and excitement of learning different things and helping to support them in reaching their full potential.

Children's health is exceptionally well promoted. They are cared for in clean premises where staff follow and children are taught excellent procedures. They enjoy learning how to cut their fruit at snack time and learn about foods that are good for them, as they help to prepare vegetables for soup as part of cooking activity. They learn about where fruit comes from, when growing vegetables during the summer. Children benefit from plenty of fresh air outdoor play ensures children plenty of fresh air and encourages them to be physically active.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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: Met

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