



Playaway Pre School

Inspection report for early years provision

Unique Reference Number	EY256970
Inspection date	04 July 2006
Inspector	Vanessa Wood
Setting Address	Cage Green road, Tonbridge, Kent, TN10 4PT
Telephone number	01732 354325
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Registered person	Playaway Pre School
Type of inspection	Integrated
Type of care	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.

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?

Playaway Pre-School has been registered under the present ownership since 2003, although initially established in 1990. It operates from a mobile building on the site of Cage Green School. There are two rooms and a secure outdoor play area. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 until 11:45 and on a Monday, Tuesday, Thursday and Friday for extended care until 13:00. It is open for 36 weeks of the year.

There are currently 35 children aged from two to five years on roll. Of these, 32 children receive funding for early education. Children come from the local area and many go on to attend Cage Green School. There are no children currently attending with special needs.

The pre-school employs four members of staff. Of these two hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a clear understanding about keeping themselves healthy. They gain an effective understanding of hygiene and a real desire to become increasingly independent in their personal care. They spend time washing their hands after the toilet or before lunch and learn the importance of turning the taps off so as not to waste water. Children's health is protected because practitioners are well informed about their medical conditions. All practitioners hold first aid certificates ensuring children can be cared for quickly and appropriately should an emergency arise.

Children help themselves to easily accessible, enjoyable and healthy snacks at a time suitable to them through the well managed 'snack bar' system. This ensures children's concentration and learning is not disturbed. They help to prepare the snacks such as bananas, apples, raisins and bread sticks. Children pour their drinks and practitioners encourage conversations on the benefits of healthy eating. Parents are encouraged to provide a healthy packed meal for those children who stay to lunch.

Children make good progress in their physical development and they develop self confidence in their physical skills as they move with control and co-ordination. Children enjoy balancing on beams, climbing and running outdoors and respond and move enthusiastically during music and movement sessions. As a result, children are developing an understanding that physical exercise helps contribute to being healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well maintained, welcoming and child-friendly environment. Staff have carried out thorough risk assessments and have taken precautions to protect children. For example, all dangerous substances are kept in a secure cupboard, small electric fires are covered with safety guards and the outdoor play space has been made safe and secure with bark chipping on the floor and a lock to the gate. Effective procedures are in place for the safe arrival and collection of children and the premises are kept secure. Children practice evacuation of the premises in an emergency and learn rules to keep themselves safe, for example a gentle reminder that shoes must be kept on when playing outdoors because the bark

chippings might be sharp. They learn to use equipment safely, for instance when cutting up fruit for snack time with a knife and using scissors when making musical instruments. Furniture and storage units are all at child height so that children are able to make independent choices and they share responsibility for keeping their environment tidy as they put toys away before circle time. A range of good quality equipment is used to stimulate their learning and staff check regularly for damage. Children's welfare is supported by the staff's understanding of child protection procedures and they have undertaken recent training to ensure their knowledge is up to date.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They are eager to attend and relish their time in the setting which puts them first. Children are motivated and engrossed in a broad range of purposeful and developmentally appropriate indoor and outdoor activities. They are enthusiastic as they make choices about their activities and care. Children enjoy exploring different media such as gravel, paint, pulses and they use a wide range of appropriately sized tools. Staff support their explorations and encourage conversation which develops language and communication skills. They keep records of children's achievements and plan activities to ensure progress.

Nursery Education

The quality of teaching and learning is good. Experienced staff have a very good knowledge of how children learn. They offer children a good range of stimulating play activities to develop learning and build on what children know. The planning system is very flexible, addressing the current needs of individuals and of the group and taking advantage of events and interests. Staff make good use of available space to provide a stimulating environment and are particularly good at enabling children to develop confidence and independence. They maintain records of children's achievements and use them effectively to plan for individual development.

Children can sit quietly and listen when appropriate and concentrate and persevere for long periods at their chosen activities. They become confident in speaking as staff encourage communication and introduce new vocabulary. They enjoy listening to stories and sharing books and join in songs and rhymes with enthusiasm. Staff provide ample opportunities for children to develop their writing skills. They learn to form letters and numerals as they make cards and write their names and they use the chalk and black paper pinned to the walls of the outdoor area to draw and write letters. Children count confidently during all activities. They enjoy playing with the sand and water learning about volume and size. Children investigate using natural objects such as sand, gravel and water. They enjoy making musical instruments with a variety of materials and different size pasta and rice. They use good imagination to make instruments that you shake, bang or pluck. These are then played at circle time as they sing songs. Children plant and watch things grow in the well planned, exciting outdoor area, and explore the wider environment as they walk through the wooded area by the school. They act out well-known stories such as Cinderella, negotiating

who will play each part. Children learn about sound and rhythm using a collection of percussion and string instruments and enjoy listening to recorded music. Overall they are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children develop a sense of belonging as the books and displays reflect the community from which they come. Staff care for children meeting their needs which contributes to children feeling settled and secure. A good range of resources are in place to promote an awareness of the diversity of our society. There are posters reflecting different cultures and some traditional festivals are acknowledged including Chinese New Year. A Special Needs co-ordinator is in place to support children with special needs.

Relationships are effective at all levels. Children understand their own needs and begin to respect the needs of others. Behaviour is of a consistently high standard. Children are confident, self assured and can work and play well on their own and with others. Children recognise their names and display them on the wall to await their turn. They negotiate their roles in the role play area. Practitioners are accomplished and sensitive in their management of children and their behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents receive information about the group through the prospectus and notice board and regular newsletters. Informal meetings with parents ensure that general information is shared, although parents are not being given sufficient information about the curriculum for the Foundation Stage and the assessments made on children's progress along the stepping stones. Staff are taking steps to encourage parents to be involved in their children's learning and this is an area that has been identified for development. Staff provide a very welcoming environment and greet parents and children at the beginning and end of each session and are always available to talk to parents.

Organisation

The organisation is good.

Children's care is enhanced by the effective organisation of the pre-school. Practitioners are well deployed allowing children to receive appropriate adult attention. Children build effective relationships and develop a positive approach to learning experiences provided. Leadership and management is good. There are strong and helpful links with the main school. Staff have remained consistent in the pre-school for many years and they form a strong team who work well together. They regularly attend training programmes to up date their knowledge of care and education. Weekly staff meetings ensure that staff are clear about their roles and responsibilities and are able to plan effectively to meet the needs of individual children. However, a clear appraisal system is not in place to monitor training needs and the quality of teaching. Clear policies and procedures are in place to support

children's welfare, but as yet there is no system for recording complaints against the setting. Other records are stored securely and staff give careful attention to confidentiality.

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

Improvements since the last inspection

At the last care inspection the registered person was recommended to improve detail recorded in the accident book, ensure the building is adequately heated, expand the policy for missing or non-collected children, extend staff's knowledge of child protection, ensure all children's personal details are recorded, ensure children receive healthy snacks, produce regular risk assessment and record any incident. The registered provider has completed these recommendations.

A comprehensive accident book, an incident book, children's personal details and a written policy for missing or non collected children are in place. Staff have attended child protection training and are aware of their responsibilities to support children's welfare. Staff have changed the morning snack into a snack bar system where children prepare their snack and independently choose when to eat. Staff provide a healthy selection of fruit, raisins and bread sticks with milk, fruit juice or water to drink. Regular risk assessments are completed both annually and daily. The problems with heating the building have been ongoing but it is hoped this will be resolved by the start of the autumn term this year.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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.

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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 the prospectus gives clear information about the setting and the curriculum for the Foundation Stage
- introduce a system for recording complaints, to be shared with parents

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):

- develop and build on the assessment framework to record clearly children's progress along the stepping stones and to ensure this information is shared with parents
- implement an appraisal system to monitor training needs and the quality of teaching
- develop a system to involved parents in their children's learning

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