

Playaway Pre School

Inspection report for early years provision

Unique reference number	EY256970
Inspection date	11/12/2009
Inspector	Clementina Ogunsanwo
Setting address	Cage Green road, Tonbridge, Kent, TN10 4PT
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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

Playaway Pre School has been registered under the present ownership since June 2003; however, the setting was first established in 1990. It is situated in the grounds of Cage Green School in Tonbridge. The setting has access to two main playrooms, an entrance hall and a toilet block. The setting has access to and uses the school grounds for outdoor play sessions. It operates in term time only from 9.00am until 11.45am Monday to Friday. There is an extended session offered to cover lunch time until 1.00pm on Monday, Tuesday, Thursday and Friday. There are currently 38 children on roll, all of whom are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Five staff are employed to work directly with the children. One member of staff has nursery nurse examination board qualifications, another has a diploma in pre-school practice, one member of staff is working towards a Level 2 in childcare development and two are unqualified. The setting has formed a positive partnership with the host primary school. It benefits from the support of the Pre-school Learning Alliance development worker. It also works closely with the autistic unit within the school, which assists in addressing the needs of the children with special educational needs and/or disabilities. A ramp facilitates access for children who require disabled access.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Playaway is a good pre-school. Children's learning and development are promoted well through a range of interesting activities. Staff work well as a team to ensure that all children, including those with special educational needs and/or disabilities, are included in the range of activities and have full access to the equipment. Parents and carers are happy and confident about the quality of care and support their children receive as shown in one comment, 'My child is happy, and has settled quickly into the pre-school'. The setting is well resourced and has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure that all policies are updated to inform parents of the setting's childcare practice
- ensure that planning documents specify what children are to learn and implement systems to assess their progress in all areas of learning.

The effectiveness of leadership and management of the early years provision

Leadership and management are good. Policies are accessible and well maintained although some, for example, the inclusion policy and behaviour management policy require revision to inform parents on the setting's inclusion and behaviour management procedure. Safeguarding procedures are good and risk assessments are carried out on a regular basis to protect the children and keep them safe.

Self-evaluation is accurate and drives improvement. Leaders and managers are committed to driving and securing improvement. This is demonstrated in their positive partnerships with the local authority's advisory service, specialist teaching services and the main primary school which is improving the quality of provision. Partnership with others is outstanding. Staff work well with external agencies and are consistent in their approach in the care and education of the children. The school's commitment to equality and diversity is good. Staff actively include all children in the range of activities and use of equipment. They organise activities well and use positive strategies to facilitate the integration of children with additional needs which is enabling them to access available learning opportunities.

The setting is well resourced and makes good use of the indoor accommodation to facilitate children's game sessions and learning opportunities. Children use the main school's outdoor environment for enjoyable games and make imaginative use of a range of outdoor play equipment. However, the lack of a covered area restricts children's access to outdoor play during variable weather.

The pre-school maintains positive links with parents which enhance the continuity in children's learning. Parents contribute valuable background information about their children on entry to the pre-school and contribute to ongoing assessments of their progress which assists staff in addressing the individual needs of the children. They are regularly kept informed of the setting's activities, events and their children's progress. The use of information from assessments to plan the next stage of children's learning is at the early stages of development. Leaders have addressed the issues identified during the previous inspection.

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

The pre-school provides a wide range of meaningful activities, which help children to make good progress. The learning environment is stimulating and resources are well organised so that children are able to choose activities which facilitate their learning through play. Children enjoy the activities provided for extended periods of time. They are developing early writing and problem solving skills which prepare them for the next stage of their education. For example, some children were confidently writing their names on their 'Christmas wish list' drawings.

Children have a wide range of opportunities to develop creativity through art, with their beautiful art work of 'angels', 'Christmas lanterns' and 'stockings' proudly

displayed around the room. Consequently, children are confident and happy to be part of the pre-school. Planning, however, does not fully specify the learning objectives and the intended learning outcomes which mean that there are gaps in the assessment of the level of progress children make. Staff actively engage with the children which make learning fun and enjoyable. For example, the popular games sessions led by staff enhances children's early social skills as they take turns and cooperate well.

Behaviour is good. The daily story session is helping children to develop listening and speaking skills. Children work in teams to recreate a road and rail lay out, explore road signs accompanied with small toys and vehicles, although these are occasionally dominated by the boys. Children are developing independence and a good sense of the importance of a healthy lifestyle. For example, they are able to wash and dry their hands after activities and put on aprons with minimal assistance. They make positive contribution to the setting through assisting in preparing for snack time and collecting post from the main primary school. They demonstrate good awareness of safety and play sensibly during outdoor game sessions. Good use is made of the outdoor area for sand play and digging activities, although the lack of a covered area limits children's access to outdoor physical play sessions during wet weather. Children's health is promoted well through provision of a healthy range of fruits and drinks. Staff supervise children well during activities which promotes their safety and well-being. Well established systems for recording children's arrival and departure times help staff account for each child's movement.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
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: Met

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