



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 124925

DfES Number: 523103

### INSPECTION DETAILS

Inspection Date 28/10/2003  
Inspector Name Lisa-Marie Jones

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name The Croydon Playcare Co  
Setting Address Gingerbread Corner  
Grenaby Avenue  
Croydon  
Surrey  
CR0 2EG

### REGISTERED PROVIDER DETAILS

Name The Croydon Play Care Company 01424489 278093

### ORGANISATION DETAILS

Name The Croydon Play Care Company  
Address Gingerbread Corner  
Grenaby Avenue  
Croydon  
Surrey  
CR0 2EG

## 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

The Croydon Playcare Company opened in 1976, and operates from a purpose built building located close to central Croydon close to bus links.

Full day care and Out of School services are offered. The Out of School facility serves children who attend local schools. Priority for both facilities is given to working lone parents.

There are currently 38 children from three months to four years on roll and 96 children aged four to eleven years. This includes two funded three year olds. Children attend for a variety of sessions.

The setting currently supports 19 children with special educational needs, 17 children with medical needs, and three who speak English as an additional language.

The nursery setting is open five days a week all year round from 08:00 to 18:30. The Out of School facility runs a breakfast club from 07:45 until the start of the child's school day and an after school club from the end of the child's school day until 18:30 term time only. There is also a Scheme during school holidays from 08:00 to 18:30.

Ten full time staff work with the children in the nursery, nine have early years qualifications. Eleven full time staff work in the out of school facility, four have early years qualifications, and seven are working towards an early years qualification. There are also three of volunteers who work throughout all services.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Croydon Playcare out of school facility provides satisfactory care for children aged 4 to under 8 years.

The Registered Provider offers multiple services for children. This inspection took

place in the out of school facility only.

Staff ensure children are safe both inside and outside by following risk assessments and health and safety guidelines. Staff work well as a team and are able to carry out duties efficiently to enable the smooth running of the group. However, at the beginning of the session, staff were not deployed in all areas of the building where children were playing.

Children's attendance is recorded, but does not show arrival and departure times. Visitors attendance is not recorded at all. Some of the staff still have CRB checks outstanding and have unsupervised access to children. Staff manage children's behaviour well, despite the absence of written procedures to follow.

Children have access to a soft play area, adventure playground, creative annex, large hall, TV room, 2 general play rooms and a playground.

Staff relate to the children well and take part in activities with them and encourage and praise the children when appropriate.

Children have good relationships with each other and organise themselves in to small groups to take part in activities. They have access to a wide range of planned activities. Resources are used from the Nursery, as well as the groups own equipment. Children move between the rooms independently but for larger activities they are rotated. The home corner/imaginary play area has very limited resources and there are a lack of resources that promote equality of opportunity and anti discriminatory practice throughout the group.

Parental Questionnaires reflect that they have good relationships with the staff, and staff are very professional and promote confidentiality at all times.

There are clear procedures and policies that are adhered to by both parents and children.

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

not applicable

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

- An extensive choice of play and recreational areas are on offer, including a soft play room, general play room, TV room, large hall, creative annexe, adventure playground, and computer/homework room.
- Staff relate well to the children and take part in activities with them and give encouragement and praise to help them settle them into the group.

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

- The procedures to ensure children are safe from unvetted people.

- The registration system for children.
- The system for recording visitors.
- The range of equipment for children in the home corner/imaginary play area.
- The deployment of staff at the beginning of each session.
- The range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
- The written statement on behaviour management.

### Outcome of the inspection

Satisfactory

### 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
1	ensure that any person who has not been vetted is never left alone with children
2	ensure that the registration system for children shows their arrival and departure times
2	devise and implement a system for recording visitors
5	increase the range of equipment for children in the home corner/imaginary play area
6	ensure that staff are deployed in appropriate areas at the beginning of each session
9	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
11	produce a written statement on behaviour management

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

### How effective is the nursery education?

The Croydon Playcare Company offer good quality education where children make generally good progress towards the early learning goals.

At this inspection there were no funded four year olds present as children moved to school in September.

Teaching is generally good. Staff have a clear understanding of the early learning goals. The long, medium and short term plans are clear and easy for staff to follow. Some areas of maths, music and physical development are not covered by the plans. Staff are very knowledgeable about the activities they have planned. They know what they are aiming to achieve. The staff have a clear system to record what the children can do. Written observations are recorded under the early learning goals. They are then used to write regular reports and plan for individual children.

Leadership and Management is very good. The manager is often available and makes sure she is aware what is happening in the rooms. Staff work well as a team, communicate effectively and are aware of individual responsibilities. Staff say they feel very supported by their manager and feel management is approachable. The setting is able to recognise areas they wish to develop and access training to support this. The setting regularly look at their assessment and planning systems to ensure they are manageable for the staff and are effective.

Partnership with parent's is very good. Clear links are developed. Parent's are aware who their child's key worker is and say they find staff very approachable and supportive. Parent's receive written information about the setting and their child's individual progress. Home link books are provided for older children which enables parents to support learning at home. Parent's state they are happy with the group and their children are learning from an early age.

### What is being done well?

- Children have good relationships with staff and each other. Children are confident to participate in and select their own activities. They are polite and well behaved.
- Children are provided with regular opportunities to learn about lives and cultures different to their own. This includes celebrating festivals, outings to libraries, restaurants, bus stations and other work places as well as visitors to the nursery. Visitors include animals, police horses and road safety officers.
- Staff work well as a team and have a clear understanding of the early learning goals. Staff use written observations to write accurate developmental reports and plan for the future.
- Good links are developed with parents. Parent's receive regular written and

verbal feedback. Home link books give parent's ideas and activities they may choose to do at home to support their child's learning.

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

- opportunities for children to compare numbers and to being to develop their understanding of addition and subtraction.
- more opportunities for children to recognise the importance of staying healthy.
- access to musical activities enabling children to use their imagination in music.

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

Improvement made since the last inspection is very good.

Croydon Playcare had four key issues. They were asked to facilitate staff training in the six areas of learning where staff felt uncomfortable. The group accessed courses and continue to do so which keeps staff informed and up to date. Staff have a clear understanding of the six areas of learning. They were asked to incorporate mathematical activities into practical routines of the day. Staff have looked at their planning and provided mathematical activities including games, a maths area, which children can access at all times, and staff introduce mathematical concepts during the routine. The setting was asked to provide children with a broad range of creative activities which encourages children to explore colour, texture and form. The two rooms the children have access to have been re-organised. There is now one room solely for creative use where children can select from a wide range of resources including sand, water, paint, malleable materials and two and three dimensional shape. Children now regularly have chance to select and participate in a wide range of creative activities. The remaining key issue was to ensure that staff were appropriately deployed so that children could work in small groups. Each child is now allocated to a key worker and there are several times during the day when children work in groups of four or five with their key worker.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy. They relate well to staff and each other. The children are confident to participate in activities and concentrate during them. Children are polite and well behaved. Staff have realistic expectations of children's behaviour and give reasons when explaining why behaviour is unacceptable. Children's personal independence is good. They can select resources, pour and serve drinks and manage their bathroom needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children regularly hold conversations about past and present events. They are able to ask and answer questions. Children enjoy listening to stories and sit quietly. Children handle books correctly and are aware that print carries meaning, pointing to words as they look at books. Staff encourage children to link sounds to letters. Children recognise their own names and some letters. Children are provided with regular opportunities to practice writing. Some children can form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count to 10 confidently and reliably. Some children can count further. They are beginning to recognise numerals. Children are able to recognise and match shapes. They are able to confidently complete puzzles of up to 24 pieces. However there are too few opportunities for children to compare numbers and to being to develop an understanding of calculating, addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have access to technology and know what it is for. Children have regular opportunities to practice their design skills through construction and creative activities. Children spend time learning about lives and cultures different to their own. They are provided with activities which enable them to investigate living things.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children confidently handle a range of tools, construction and malleable materials. They are confident when using large play equipment inside and out. The children are able to climb, run and throw balls. There are too few opportunities for the children to recognise the importance of staying healthy and to look at the changes to their bodies when they are active

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children confidently recognise a wide range of colours. They regularly use their imagination in art, design and role play. However there are too few opportunities to regularly use their imagination in music, recognising sounds and exploring how they can be changed.

**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**

- Provide children with regular opportunities to develop calculation in maths, encouraging them to compare numbers and to begin to develop an understanding of addition and subtraction;
- Ensure, in music, that children are regularly able to use their imagination and are provided with opportunities to recognise and explore how sounds can be changed;
- Make sure children are provided with opportunities to recognise the importance of staying healthy and to recognise the changes that occur to their bodies when they are active.

*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.*