

# Child's Play Pre-school Ltd

GUILDFORD UNITED REFORM CHURCH, 83 Portsmouth Road, Guildford, GU2 4BS

## Inspection date

17/06/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- The warm approach of staff helps children to settle quickly and to feel safe and secure, forming secure attachments and bonds.
- The manager and staff work effectively as a team to provide children with an interesting and stimulating variety of activities that enable them to make good progress with their learning.
- Partnerships with parents are very good; they are fully involved in their children's learning and development.
- There is a strong focus on learning both in the indoor and stimulating outdoor environment, which provides a strong base for children to develop confidence, independence and to explore.

### It is not yet outstanding because

- Opportunities are less available for children to develop their problem-solving skills independently. Systems to ensure labelling, that reflect the home language of all children who learn English as an additional language are not fully in place, to build on their vocabulary.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector took part in a joint observation with the manager.
- The inspector held discussions with both managers throughout the inspection.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

## Inspector

Jane Franks

## Full report

### Information about the setting

Child's Play Pre-School re-registered in 2013 as a registered company after operating since 2008. It was originally opened in 1967 under the name of Bright Start Pre-School. It is privately owned and operates from a church hall in Guildford, Surrey. Children have use of a split-level main hall and two side rooms, and freely access the outdoor area via a short flight of steps. The pre-school serves the local community and surrounding areas. The pre-school is registered on the Early Years Register. There are currently 64 children from two years to five years on roll. The setting supports children who have learning difficulties and/or disabilities, as well as children who have English as an additional language. The pre-school opens five days a week during school term-time only. The pre-school is open from 8.30am to 9am for an early club, followed by a morning session from 9am to 12pm and a lunch club from 12pm to 1pm. Afternoon sessions are available on a Monday, Tuesday and Thursday from 1pm to 2.45pm. Forest School sessions are available on a Wednesday and Friday from 12pm to 2.45pm. Children attend for a variety of sessions. There are seven full and part-time staff that work directly with the children, six of whom hold appropriate early years qualifications. The setting receives support from the local authority.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance systems to support children whose language is other than English, to help build their vocabulary by enabling them to see and use their own home language at the setting
- develop further children's exploration skills and curiosity to encourage the ways in which they participate and problem solve independently.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Management and staff have a good understanding of the Early Years Foundation Stage and use this in practice very well to meet children's individual needs. Planning is based on a secure assessment of children's next steps and of their current interests. All areas of learning are covered by a full range of activities and experiences in both the inside and outside environment. Staff record observations on individual children and these then feed into the planning. Each child has an informative learning journey, which show how activities link to the areas of learning and gives an overview of where they are at in their development. The manager oversees the tracking of children's progress, which is analysed

and monitored regularly. All development records are shared with parents so they are kept well informed of their child's progress and next steps in their learning. The completion of the required progress check for two-year-old children helps to ensure their progress is monitored.

Staff have an extensive understanding of what each child is to gain from the range of spontaneous or planned activities. Children take part in science activities and learn to make predications. They add bicarbonate of soda and vinegar to latex gloves and watch fascinated as they expand. Staff encourage children to think about mathematical concepts of bigger and smaller asking them what might happen if they add more ingredients. They provide enriching experiences and good questioning techniques to help children to learn. For example, children make spider biscuits, alongside staff. Staff allow children to extend this but on occasions are eager to offer solutions rather than letting children make choices and problem solve about how they want to use the resources for themselves. Staff practice, overall, is motivating and innovative, and children are benefiting exceptionally well from staff's good teaching skills. Consequently, children are making good progress in all areas of the curriculum; they are extremely confident to move on to the next stage in their learning.

Children enjoy playing in this welcoming environment. For example, resources are easily accessible for them on low-level storage units or the floor. This helps them to make their own choices and develops their independence. Staff challenge children effectively to play and explore. All children have opportunities to develop their early writing skills. For example, children enjoy making marks on paper and actively describe what they are drawing. They engage in imaginary play making potions with vegetables. They grate the carrots using tools for a purpose and name their potions writing up labels. Staff cover different festivals with the children and have a good range of resources that reflect positive images of our diverse society. However, staff miss some opportunities to fully support children who are learning English as an additional language. This is because labelling that reflects the home language of all individual children is not prominent and clearly visible within the environment to encourage their language development.

The secure key-person system allows a successful engagement with parents and secures effective, targeted strategies, as a result. Parents are fully involved in their children's learning and development. They share information about their child such as, what they achieve at home and what their interests are. Staff use communication diaries and parent consultation meetings to ensure parents are well informed at all times. Parents and carers comments during the inspection show they are extremely happy with the pre-school provision. For example, they say the staff are very supportive. Parents know they can ask staff anything. Parents comment that they can discuss their child's progress every morning and there is a communication book they can write in. This natural flow of information sharing between home and the setting means children make good progress in their learning.

**The contribution of the early years provision to the well-being of children**

Throughout the pre-school staff promote a relaxed and caring atmosphere where children develop positive relationships with them and their peers. The warm approach of staff helps them to settle quickly and to feel safe and secure, forming secure attachments and bonds. Tailored settling-in visits for new children helps them to make a smooth move from home to the pre-school. Staff have a calm and consistent manner with the children and follow sensitive behaviour management procedures. For example, they promote children's self-esteem by giving them meaningful praise for their efforts. Staff gently remind children how to share resources and to be considerate towards one another.

Staff make good use of resources. The indoor and outdoor play areas are well organised, which ensure that children can take part in a wide variety of activities. Children particularly enjoy playing outside where they can have fresh air and exercise. The children have access to a range of resources to stimulate and provide opportunities for learning and enjoyment. They develop a range of skills exploring texture, building sandcastles and enjoy games with balls and hoops, for example. Children independently fill up their watering can to water the plants and vegetables learning to care for living things. The safety of children is given priority and they learn how to keep themselves safe. For example, children practise the emergency evacuation procedure and help tidy away the toys.

Children learn about the importance of a healthy diet. Parents provide healthy packed lunches and are asked to contribute fresh fruit for snack time. Meal times are a happy social time for the children where they can sit together and chat and this supports school readiness. Children learn about good hygiene routines and can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before eating and after messy play. Children also learn about healthy foods through discussion and by growing their own vegetables. All children benefit from effective staff deployment, which supports their well-being.

### **The effectiveness of the leadership and management of the early years provision**

Management demonstrate a secure understanding of their responsibilities of meeting the welfare, safeguarding, learning and development requirements of the Early Years Foundation Stage. Staff clearly understand their responsibilities with regard to child protection issues and as a result, children are protected from harm. Staff carry out regular risk assessments, both indoors and outside to effectively minimise the chance of accidental injury. The robust recruitment procedure ensures that all staff are checked with regard to their suitability, qualifications and experience, in order to keep children safe. This is complemented with an effective and well-established induction procedure for all staff. Consequently, staff demonstrate a good understanding of policies and procedures and implement them well. Annual appraisals, supervision and staff meetings take place to monitor training needs and quality of provision, based on the impact of staff practice.

Management and staff have a good knowledge of how to prepare children for moving onto other settings and work with other providers, who deliver the Early Years Foundation

Stage. Procedures include working closely with schools and other settings to pass information on relating to children's development and welfare. This has a positive result with promoting consistency in their care and learning. An effective self-evaluation process includes input from parents and children. For example, parent's complete questionnaires and children regularly share their views on the service provided. In addition, the pre-school works closely with the early years team to effectively develop their provision and enhance opportunities for all children. The manager has a good overview and knowledge of the educational programmes, so she can monitor that all areas are covered within planning and assessment and identify any gaps in learning. Parents confirm they are very pleased with the setting and how well their children have developed since attending. They find staff are really enthusiastic and very caring.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY470572
<b>Local authority</b>	Surrey
<b>Inspection number</b>	943995
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Child's Play Pre-school Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01483 565343

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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