

Poplar Play Centre Ltd

Inspection report for early years provision

Unique Reference Number	119605
Inspection date	04 February 2008
Inspector	Lorraine Sparey
Setting Address	111 Poplar High Street, Poplar, London, E14 0AE
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Registered person	Poplar Play Centre Ltd.
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory. 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?

Poplar Play Centre Limited is a non-profit organisation who provides day care services within the London Borough of Tower Hamlets. They operate a range of services for children that include a nursery, out of school care and holiday play schemes. The centre has two premises on the site and provide the community with a drop-in service and toy library.

A maximum of 32 children may attend the nursery at any one time and a maximum of 16 may attend the out of school and holiday club. There are currently 32 children on roll of whom five are in receipt of nursery education. The setting supports children with learning difficulties and/or disabilities and a number of children for whom English is an additional language.

The nursery is open Monday to Friday from 08:00 to 18:00, out of school care is offered from 15:30 to 18:00 and holiday care from 08:00 to 18:00.

A team of 15 staff work with the children and of these 13 are qualified in early years. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and well-being is appropriately supported throughout the setting. Children follow generally good routines such as washing their hands after using the toilet and before eating. Staff provide resources to promote children's independence and regularly remind children. However, some children forget to wash their hands. Children are beginning to learn about how to promote their own health through blowing their noses and disposing of the tissues appropriately. Effective nappy changing procedures ensure that children are comfortable and the risk of cross infection is minimised by staff wearing gloves and cleaning the mats after use with antibacterial spray. Individual named mats are used for the children to sleep on when having a rest. The setting has a range of policies and procedures that staff implement to support children's health and well-being.

Children benefit from hot lunches that are provided by an external supplier. Their dietary needs are taken into account and a varied and generally balanced diet is provided. For example, fish pie, couscous, beef burger, chips, baked beans and rice. Desert consists of various options such as cake and custard, and rice pudding. Staff sit and eat with the children making it a social occasion. A food chart informs parents of how much their children have eaten during the day. All children are offered a variety of sandwiches such as jam, cheese or ham at teatime with fresh fruit. In addition children are offered breakfast when they arrive and fruit in the morning. Children's fluid levels are maintained because they have access to water at all times. Babies feeding and sleeping routines are closely followed to ensure consistency in their care.

Children have excellent opportunities to develop their physical skills and exercise in the fresh air. They can generally move between the indoors and outdoors when they wish to play in the well resourced gardens. Each age group has an area that is part grass and part safety surface. Older children walk from the local school to the setting whilst others are dropped off by a school bus. Children's large and small muscle control is developing well. They confidently use a wide range of equipment such as climbing frames, small rockers and tricycle's.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and child centred environment. They safely access a wide range of toys and equipment from low-level shelves and from floor level. Staff implement a range of policies and procedures to generally support children's safety. They complete regular risk assessments and daily safety checks to ensure safe and secure play areas. However, some hazards have not been correctly assessed such as ivy in the garden. Some children move around the playroom whilst eating their snack and this practice does not fully support their safety. Children are learning about how to evacuate the building quickly and safely through practising a fire drill. However, their safety is not fully promoted because there is no record of the children's actual hours of attendance. A register is completed at 10am, prior to this there is no record of children on the premises. This is a breach in regulation. Children are encouraged to take responsibility for their own safety through discussion and staff providing positive role models. They talk to children about not running indoors, explaining they can use the garden to run around safely. Children's safety whilst sleeping is promoted because staff sit with the children and monitor them. Charts are displayed to inform parents and staff of children's sleeping patterns.

Children are protected from harm and neglect because staff demonstrate clear knowledge and awareness of possible signs and symptoms of abuse. They demonstrate good understanding of the setting's policies and procedures which are shared with parents to ensure that they are aware of the staff's roles and responsibility in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confidently come into the setting, quickly settling into their chosen activity. Staff plan and provide a good range of age appropriate activities and play opportunities. They use the Birth to three framework and Foundation Stage curriculum to ensure that activities are interesting, stimulating and promote children's development and learning. Children explore different coloured noodles using their fingers and a range of resources such as spoons and bowls. Other children experiment with paint and string to create their own pictures. Staff complete regular observations on all the children to ensure that they are progressing appropriately. Older children attending after school participate in a wide range of fun and enjoyable activities. Staff follow children's interests, several children enjoy playing with a large cardboard box. They talk about going on an adventure to India and use the box to be an aeroplane and a car. All children enjoy outings to the building next door where they participate in a variety of structured play opportunities and visit the local library to choose books.

Nursery Education

The quality of teaching and learning is good. Staff demonstrate good knowledge and understanding of the Foundation Stage curriculum. They plan and provide a range of activities to support children's learning, that cover all areas of learning. For example, during a recent theme of 'Journeys' children use sponges to create train tracks and cars. Staff encourage children to use their imagination and talk about where they would like to go on their journey. The role play area becomes a travel agents to support children's awareness of different types of holiday. Staff complete regular observations to ensure that the information can be used to effectively plan the next steps in children's learning. Staff use effective teaching methods such as good questioning to support children's thinking and learning and allowing children time to finish activities to their own satisfaction.

Staff create a stimulating and interesting learning environment. Children's creative work is displayed at child height and resources are easily accessible. Generally the routines and organisation of resources support children's development and learning. However, at times it is less successful because all the children are grouped together. The younger children disrupt learning opportunities for older and more able children. For example, a child is exploring the space station and is totally absorbed in their play. A younger child snatches part of the space station and runs off. At other times children find it difficult to use the computer because younger children find it hard to wait long periods for their turn.

Children are motivated and eager to participate in activities. Several children enjoy sewing and carefully thread the needle through the material. The member of staff supports them, encouraging them to follow the pre-drawn lines. A three-year-old shows obvious sense of achievement as she manages to thread the needle, saying to the member of staff 'I did it'. Children are becoming increasingly independent in their skills. They put on their own aprons before playing with the water or painting. They use the toilet facilities independently and pour their own drinks. Children's language is developing well. They confidently engage in conversation

with their peers and the adults. A three-year-old talks with a member of staff about the other Nursery that she attends. Another child sits with a member of staff as they complete the puzzle. They talk about all the people on the bus and the child confidently counts the number of babies in the puzzle. Children enjoy listening to well read stories, participating with familiar parts of the book. They enjoy looking at books in the well-resourced book area. Some children are beginning to write recognisable letters whilst others enjoy making marks. Staff encourage children to make marks in a variety of ways for example using wipe boards, pencils and chalks. The majority of children recognise their name at lunchtime identifying where they need to sit.

Children have good opportunities to develop their mathematical skills. A three-year-old confidently draws a circle and carefully cuts it out. A member of staff congratulates the child and suggests they display her achievement on the wall. The child correctly identifies various other shapes. Children confidently count the numbers of children present, and during every day play count the numbers of cars they are playing with. Children have good opportunities to explore and investigate and learn about the natural world. For example, they search the garden looking for mini beasts. An adult encourages them by lifting various pieces of equipment up for the children to look underneath. They find snails, slugs and earwigs. Children use magnifying glasses to look at the insects in more depth. Children have opportunities to construct and build using a wide variety of materials.

Children have good opportunities to use their imagination and develop their creative skills. They enjoy using the well-resourced role-play area to act out various roles. For example, several children play together, agreeing their characters of mummy, baby and doctor. A three-year-old says 'The baby is not well, I need to see the doctor'. Another child pretends to listen to the baby's chest saying 'I think the baby needs some medicine'. The children are totally absorbed in their role-play. Children have regular opportunities to paint using various resources and their creative achievements are displayed on the walls. Children's physical skills are developing well. They show good control of their bodies as they move around the setting. They skilfully pedal tricycle's around the outside area. Children's small muscle control is good. They competently use a range of tools including trowels whilst digging in the garden, and cutlery at lunchtime.

Helping children make a positive contribution

The provision is good.

Children's behaviour is good overall. They are encouraged to be considerate to each other and minor disputes are quickly resolved with staff intervention. Children respond well to the consistent use of praise and encouragement and clear boundaries. A member of staff claps a child who sings a song on their own to the other children. Children with additional needs are well supported within the setting. Staff liaise closely with parents and other professionals to ensure children have opportunities to reach their full potential. Good settling-in procedures ensure that children are comfortable in the setting before they are left.

Children have good opportunities to learn about the community they live in. They regularly visit the library and the Sure Start drop in. The setting has developed good links with the local schools and collect children for the out-of-school club. Children learn about the wider world through projects, displays and discussion. They celebrate a range of festivals throughout the year. For example, children enjoy learning about Chinese New Year. They make lanterns and enjoy experimenting with noodles. Staff provide a good range of resources to support children's awareness of diversity. Children with English as an additional language are well supported. Keywords are obtained to help the children feel secure and valued. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are provided with detailed information about the services the setting offers. A separate policy provides clear information on the Foundation Stage curriculum, observations and assessments. Parents complete detailed forms when their child starts to ensure staff have sufficient information to build on their learning. Staff have developed good links and effective partnerships with parents. They are encouraged to be involved in their children's learning through home links, a book bag scheme encouraging children to take books home and a toy library. Parents report that they are very happy with their children's progress. They consider that the staff are friendly and approachable and they are confident to discuss any issues as they arise.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom they provide. Children benefit from being cared for by qualified and experienced staff. They regularly attend training both in-house and through external trainers to increase their knowledge and understanding of up-to-date childcare practices. Children are well supported in their play and learning. Generally the routines and resources are organised to support children's play. However, at times the grouping of the children and the routines and resources do not fully support children's learning opportunities. Staff implement a range of policies and procedures to support children's health and safety. Some of these are not effective.

The quality of leadership and management is good. Staff are enthusiastic and committed to providing children with good quality care and education. Regular staff meetings and appraisals support staff in ensuring that children are making good progress in their learning. There are effective procedures to monitor nursery education provision such as regular visits and training opportunities from the early years and advisory team. The person responsible for nursery education completes regular observations of staff and children. The children's records are regularly reviewed and the plans monitored to ensure that activities cover the range of children's learning and maximise opportunities.

Improvements since the last inspection

At the last care inspection the setting agreed to ensure that the complaints procedure included the regulator's details. The setting has reviewed the complaints procedure and has included relevant information such as the address of the regulator. However, the address is incorrect. The setting also agreed to develop and implement an induction procedure for staff. They have implemented an induction procedure for students and new staff which covers all appropriate areas and ensures that staff are aware of their roles and responsibilities to support children in their play and learning.

The setting agreed to ensure that attendance registers were completed and a deputy was identified. A register is maintained, however, it does not detail the hours and times of children's attendance, which is a regulation. A deputy has been identified who is clear on her roles and responsibilities. The setting also agreed to ensure that there is a named member of staff who was responsible for behaviour management issues. They have identified a member of staff who provides help and support to staff and parents with regard to behaviour management.

At the last education inspection the setting agreed to ensure that activity plans are linked to stepping stones and the assessments are used effectively to enable children to progress to the next steps. The setting has implemented new systems for planning, observation and assessments

which are used effectively to plan the next steps in children's learning. They also agreed to introduce rigorous systems to monitor and evaluate the quality of teaching. The setting has implemented new procedures and systems to ensure that the quality of teaching is effectively monitored.

The setting also agreed to introduce systems to obtain profiles on the children as they enter the setting, provide written information to all parents about the curriculum and how they can support children's learning at home. They have implemented some good procedures to ensure that the registration forms contain sufficient information to help staff in assessing the children. Parents receive information through regular newsletters, monthly parents meetings and discussion with staff. This enables parents to be involved in their children's learning. Lastly they agreed to develop the range of activities to enable children to develop an understanding of calculation through practical experiences and have opportunities to use information technology and extend their language for reasoning. The setting has purchased a range of new resources such as measuring jugs, tubes, and a computer. Children have regular opportunities to operate simple programs increasing their understanding of technology. Staff use effective questioning to help children extend their language for reasoning. This helps children to progress in their development and learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

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.

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 satisfactory. 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 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 that a clear record of the times of children's attendance is maintained and that it is accurate throughout the day
- ensure that the risk assessments identify all hazards and that the risks are minimised
- ensure that routines and resources are used to support all children's play and learning

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):

- review the organisation to ensure that all learning opportunities are maximised

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk