

Chadwell Playgroup

Inspection report for early years provision

Unique Reference Number	128455
Inspection date	10 October 2007
Inspector	Deborah Ann Benn
Setting Address	67 Reynolds Avenue, Chadwell Heath, Romford, Essex, RM6 4RT
Telephone number	020 8 220 0390
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Registered person	The Committee of Chadwell Pre-School
Type of inspection	Integrated
Type of care	Sessional 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 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?

Chadwell Playgroup is a committee run sessional day care setting. It has been operating on the current site since 1994 from a single storey purpose built premises. It is situated in a residential area of Chadwell Heath in the London borough of Redbridge.

A maximum of 30 children may attend the setting at any one time. The setting provides wrap around care operating from 08:00 to 09:30 as a breakfast club, from 09:30 to 12:00 and 12:45 to 15:15 as a sessional Pre school and from 15:15 to 18:00 as after school care. The pre-school operates term time only. The out of school care mainly operates in term time but also generally provides care during the summer school holiday.

There are currently 79 children aged from two years to under five years on roll for the pre-school. Of these, 41 receive funding for early education. The pre-school mainly provides for children in the local area. It currently supports a number of children who have learning difficulties/disabilities and a number who speak English as an additional language.

There are currently 37 children aged from four years to under eight years on roll for the out of school care. The group also provide care for children up to the age of 11 years and still attending primary school.

The setting employs 16 members of staff who work directly with the children. Of these, 15 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted and their understanding of how to care for themselves is well supported throughout all aspects of the care provided. Children are very aware of the importance of washing their hands after stroking the pet guinea pigs as well as after using the toilet and before eating. They understand the importance of using soap and bring it to the attention of staff that the dispenser needs to be refilled.

Well organised registration records and thorough initial discussions with parents ensures that the setting has all necessary medical information clearly recorded regarding each child's needs. Staff's commitment to providing for children with additional medical needs and ensuring their inclusion in the group is reflected in the fact that they have undertaken additional training. Staff rotas ensure that there are always at least two members of staff present with current first aid training and on going training plans are in place to improve on this.

Children attending the out of school provision benefit from nutritious and substantial meals. Children attending the pre-school have fruit mid-session and can have milk to drink and all children access fresh water from the dispenser at any time.

Staff take the opportunity to help children learn about how their bodies respond to exercise or temperature and how to recognise their own needs, such as the importance of taking regular drinks when they are hot. Children are well supported to develop their physical skills, they have daily free access to the outdoor play area and good systems are in place to provide alternatives when the weather is inclement. Children use resources confidently to balance, climb and pedal. They are well supported to take part in activities which improve their coordination such as parachute, ball and skipping games. Children use pens and craft tools with accuracy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from the light, attractive child centred environment. The well organised use of the premises means that children are able to access activities easily and make their own choices. Children feel at home and confidently move around both indoors and out. The provision of a quiet room off the main play room particularly benefits anxious or very young children who can have some time away from the bustle of the larger group when they want it. The recent refurbishing of the outdoor area and provision of the safety surface, means that it can be used throughout the year. Activities are being developed to make best use of the garden to support all round play, development and learning, although currently this is not fully exploited to provide somewhere for children to dig, grow plants or investigate the natural world.

Children's safety is paramount. Staff vigilance and appropriate systems ensure that the premises and resources are well maintained. Daily checks are carried out of the areas used and staff take responsibility for checking equipment daily and reporting any concerns to the manager who organises repairs or replacements. The wide range of toys and resources are clean, age appropriate and well maintained. Staff ensure that toys and games used by the out of school facility, with small pieces or items that are not appropriate for the pre-school children, are stored away from children's reach.

Good regard has been given to security. Access to the premises is only gained after using a buzzer and intercom and entry to the playroom is prevented unless staff allow access. Visitors sign in and out and parents are required to inform staff in advance if someone different will be collecting their child. Emergency evacuation procedures are displayed and fire drills practised regularly.

Children's well-being is appropriately safeguarded. Staff receive child protection training via the local authority and this is then cascaded to the whole staff team. Clear procedures are in place to ensure that staff know what action to take if a child protection issue is raised. Staff are well briefed about safeguarding children as part of their initial induction and even very new staff are confident of their role and responsibility.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting, the effective key worker system and well planned activities encourage their participation. Staff are adept at modifying and extending activities to provide for children's individual level of development and understanding. As a result, children are able to participate on an equal footing. Staff develop a very good awareness of the children for whom they have key responsibility and plan activities to interest and stimulate them. Children show delight as they gently stroke the guinea pig and he responds to their touch. They giggle and call to each other as they play parachute games and are able to make their own discoveries as they play freely with water, sand and paint. Staff help children to make sense of their world and express their thoughts and feelings through play and conversation. Children interact very well with staff who skilfully engage them. Staff use puppets and props when sharing stories and rhymes and children respond with glee and enthusiasm.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and demonstrate innate skill as they draw on children's knowledge and extend their thinking. As a result, children are making good progress toward the early learning goals. Children use mathematical language naturally, they use positional language and understand concepts such as bigger, smaller, longer, shorter. They learn about volume as they play with sand and water talking readily about full and empty and comparing which bucket is heavier. Children are aware of shapes around them, such as being able to relate a cross symbol on a stencil to the first aid box. Children mark make freely, they attempt to write their name on their work and use pens and paper within role play, such as writing a prescription when pretending to be a vet. Many children are able to recognise their own names and older children are able to state the name as well as the sound of the initial letter. Children understand the purpose of the written word, they look through a book about caring for guinea pigs and 'read' to others telling them that 'Guinea pigs need to be loved and you must be gentle'. Children use their imagination to create scenarios and take on different characters, staff extend these activities appropriately

to keep children interested and help them to think. Such as a child deciding that she would like to be a playgroup manager, staff provide her with a badge and encourage her to make 'observations' and check that every one is happy. She relishes her new role and is well supported to extend her learning and thinking through this role play activity. She counts, attempts writing and extends her language skills as well as using her imagination. Children are aware of modern technology as they use resources to represent modern living, however, they have limited opportunity to gain hands-on experience with information technology on a daily basis.

Helping children make a positive contribution

The provision is good.

Children's individuality is acknowledged and provided for and children's home language and culture respected and valued. Play resources positively reflect different cultures. Signs and labels are in children's home languages as well as English and dual language books are readily accessible in the book areas. Children learn about their local community through walks and projects, such as visiting the local pet shop when learning about animals and the bakers when finding out about what people do. Children make maps and pictures to help them gain a sense of community and see the playgroup as part of it. Parents and members of the local community visit the playgroup to help support different projects and topics, such as, teaching the children about Hanukkah and Duvali. Children's awareness of different cultures and beliefs is further supported through craft activities, such as making Diva lights from clay.

Children and parents are well supported to separate and settle. Key workers are identified to provide a point of contact and communication for parents and give consistency of care to children. Parents visit regularly until all parties are confident that the child is ready to be left. Key workers build relationships and keep parents well informed, they complete written information about the child's day to support conversations. As well as being able to arrange to speak with a member of staff at the end of a session, all parents are invited to attend individual key worker meetings twice a year. There they can discuss their child's progress and together find ways to help them move on.

Inclusion is recognised as an important ethos of the setting. Children with learning difficulties and disabilities are well supported, staff have a good understanding of best practice and clear regard to the appropriate Code of Practice. Parents are actively included and experienced support workers from a local voluntary organisation carry out home visits to help assess children's individual needs and support them in settling and provide a 1:1 adult:child ratio working closely with key workers. Individual educational plans are developed to identify direction, support small steps and celebrate progress.

Children's social, moral, spiritual and cultural development is fostered. Staff awareness of child development and individual needs, affects planning which is used to provide interesting activities and prevent boredom; this has a positive effect on children's behaviour. Children play together well. They learn to take turns as they take part in games and are encouraged to celebrate each other's successes. Staff use positive language and specific praise and thanks to help them understand expectations, learn right from wrong and encourage appropriate behaviour.

The partnership with parents of children who receive nursery education is good. Clear information about the Foundation Stage of learning is displayed in the reception area. Parents are actively involved in setting a base line for their child's learning when they take up a funded place. They are kept well informed about their child's ongoing progress and have ready access to their

child's file. At key worker meetings parents are given ideas as to how they could extend children's learning at home and together they look at the next steps to support their child's progress.

Organisation

The organisation is good.

Good planning and organisation throughout the setting enhances the care provided. Children are able to access activities both in and out of doors throughout the sessions. Staff are very aware of their roles, they work confidently, are aware of their 'key-children' and responding to their needs. However, they are also aware of each other and provide support in a natural and easy manner. For example, staff inform each other when they are leaving the main playroom to change a child's nappy in order that the rest of the team know to be aware of their 'key children' as well. Staff's confidence in their role means that they are able to let children lead on activities, encouraging their involvement but supporting them as they make choices. Staff move around the premises with the children, they effectively monitor what they are doing to support children. For example, continually assessing how many children are in and out of doors, ensuring that best use is made of the high adult:child ratios to provide direct supervision and support.

Appropriate systems are in place to ensure that Ofsted are informed of any changes and staff suitably vetted and ensure that no adults are able to have unsupervised contact with the children. Good employment processes mean that staff are suitably qualified and receive effective induction and supervision. Ongoing training needs are identified and staff are well supported to attend workshops organised through the local authority. Regular team meetings and in-house training helps keep all staff well informed and ensure that knowledge is shared. The certificate of registration is displayed and all required records are current and appropriately stored with an awareness of confidentiality.

Staff are knowledgeable in both the Birth to three matters framework and the Foundation Stage curriculum and use both effectively to plan activities and monitor children's individual progress.

Leadership and management of nursery education is good. Ongoing observations, regular one to one supervision meetings as well as annual appraisals are used effectively by the manager to monitor the delivery of the Foundation Stage.

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

Improvements since the last inspection

A number of key issues and recommendations were made at the last inspection. These have been satisfactorily addressed providing a wider range of play and education opportunities and a safer environment for children. Play resources are organised so that children are able to self-select and are well supported to develop their own ideas and independence. Children learn about their own and other's cultures through increased activities and resources. The fire drill is practised regularly and written procedures include clear guidance as to how a child who become unwell at the group will be cared for. There is always a staff member with a current first aid certificate present.

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 any 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.

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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):

- further develop the outdoor area to provide children with more opportunities to experience the natural world

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):

- improve children's opportunities to develop their skills regarding the use of information technology

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