

Parkside Playgroup

Inspection report for early years provision

Unique Reference Number	128477
Inspection date	15 July 2008
Inspector	Jane Davenport
Setting Address	176 Goodmayes Lane, Ilford, Essex, IG3 9PP
Telephone number	020 8590 7497
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Registered person	Parkside Community Centre
Type of inspection	Integrated
Type of care	Sessional 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?

Parkside Playgroup is a committee run provision and was registered in 1992. It operates from two halls in a community centre and is situated in the Goodmayes area of the London borough of Redbridge.

A maximum of 50 children between the ages of two to under five years may attend the pre-school at any one time. The provision is open each weekday from 09:30 to 12:00 during school term time.

There are currently 58 children aged from two years to under five years on roll; of these, 50 children receive funding for nursery education. The setting is able to support children with learning difficulties and/or disabilities and also those who speak English as an additional language.

The provision employs 12 staff members, including the manager, over half of whom hold a recognised childcare qualification. The pre-school is registered with the Quality Improvement in Learning and Teaching (QUILT) quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and hygienic environment, where they are encouraged to develop an understanding of good hygiene practices. Effective daily routines promote children's health and wellbeing, for example, hand cleaning and toilet routines help to prevent the spread of infection. Even the very youngest children know that 'germs give you tummy ache' and staff sing 'wash your dirty hands, wipe the germs away' with them to reinforce this.

Children are well protected, as all members of staff hold current first aid certificates and have a sound knowledge of first aid techniques; this means that they are able to provide appropriate care and attention in the event of an accident. Parents are required to give written consent for emergency medical treatment, which means that children receive the optimum treatment according to their specific needs. Accident records are appropriately maintained. First aid supplies are easily accessible and well stocked.

Children enjoy a good range of fruits at snack times and develop their self-care skills, pouring out their juice and helping themselves to drinks of water across the session. Children's individual dietary needs are thoroughly discussed with parents; any special requirements are fully recorded and observed by the relevant staff. Children sit together and chat happily to one another and to staff when eating, which promotes their social and emotional development.

Children regularly enjoy a range of activities that contribute to their health and develop their physical skills; they demonstrate a good sense of spatial awareness and move confidently during physical activities. Good use is made of the large hall and the outdoor area to access a wide range of activities, such as climbing, balancing, cycling, pushing, pulling and kicking balls. Children's fine motor skills are developing well; they are competent when using small tools at the dough table and they use pens and pencils effectively, holding them correctly.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The indoor and outdoor play spaces are organised well, allowing children to move around safely, freely and independently. Staff deployment is very good and guarantees that children are well supervised at all times. Staff give high priority to helping children understand how to keep themselves safe, by means of good routines and gentle reminders. For example, they are reminded not to stand on the bikes in case they fall and hurt themselves. This effectively encourages children to begin to take some responsibility for their own safety.

Security is good at the front door, where there is a buzzer system in place; visitors are identified on entering the building and asked to sign the visitors' book. Children and staff practise the emergency evacuation procedure on a regular basis. This helps children become familiar with the routine in the event of an emergency.

Risk assessments and daily checks are carried out on all areas of the premises, and these are generally very effective in reducing potential hazards. Children choose from a good range of toys and resources, which are appropriate for their developmental stages and ordered from reputable suppliers. Toys are bright, colourful and in good condition. Resources are easily accessible to the children, who are able to select toys and equipment that interest them.

Staff have a good understanding of child protection issues and know how to proceed if they have concerns about a child in their care. This supports children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting and arrive happy and eager to participate. All children are purposefully engaged as they explore and experiment through a good range of well planned activities, which are appropriate for their stage of development. Children's creative and imaginative development is developed well, through activities such as art and craft, painting, music, role-play and dressing-up. Free expression is positively encouraged.

Children are making good progress, because the highly motivated staff team recognise the individuality of each child and good quality adult-child interactions support the children's sense of self. Staff use the Birth to three matters framework effectively in their planning for younger children. Foundation Stage planning sheets used are evaluative and cover all of the early learning goals.

Nursery Education.

The quality of teaching and learning is good. Staff create a stimulating learning environment and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. Good questioning techniques challenge the children's thinking and praise and encouragement builds their confidence and self-esteem. Staff have a good understanding of the Foundation Stage. Regular observations of individual children help staff monitor their progress, which is recorded in the children's profiles. Appropriate activities are included in future planning to help children move on to the next steps in their learning.

Children are developing positive relationships and get on well with peers and adults. They understand the need to share and take turns when playing together. They know the rules within the setting and abide by them. This ensures good relationships and harmony. Registration time is used effectively and well, fostering a sense of belonging as each individual child is greeted by name and responds to the member of staff. Children are sociable and confident to talk in a familiar group about past, present and future events. They are beginning to understand differences in their lives to others around them and talk happily about their home life and family. Quieter children are sensitively supported by staff to make a contribution.

Children enjoy books and listen avidly to stories. Staff use good questioning techniques to stimulate thought, extend the children's use of language and reinforce their learning. For example, they use open ended questions to encourage the children to think and voice what might happen next. Children access the book corner independently throughout the session, choosing their favourite books to look at. A member of staff sits with a large book of 'The Very Hungry Caterpillar' while a child follows the words in their own smaller copy and this is an excellent way of teaching the children early reading skills and the concept that text carries meaning. There are also numerous labels around the setting to encourage children to recognise the written word. They pick out their name card as they arrive and some children are able to write out some of the letters of their name. There are opportunities for children to practise writing and mark making, for example, during role play when they pretend to be waiters and waitresses and write out food orders.

Mathematical language is used consistently and effectively throughout the session as children discuss shapes, talk about balancing and use the large abacus to count. Very good use is made of learning opportunities that present themselves at routine times of the day. For example, at snack time the children count how many people there are, how many cups, and how many more are needed to ensure that there is one for each person. They use measuring jugs to pour out their juice, taking note of when the jugs are full, half full and empty. This is an excellent way of reinforcing mathematical concepts and encouraging independence through practical activities.

Children are gaining knowledge and understanding of the world as they make large constructions and access the computer, keyboards and calculators. They learn about mini beasts during one of their topic weeks and have the opportunity to observe larger animals, such as hamsters and tortoises. They discuss the weather and days of the week at circle time and become aware of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals.

Children move confidently, imaginatively and safely and use good coordination as they use the indoor equipment. They demonstrate good spatial awareness and are able to use a range of large and small equipment, such as the climbing frame, trampoline, balance beam, small spatulas and scissors, to develop their large and fine motor skills. There are opportunities in place for promoting health and bodily awareness, as they participate in a warm up exercise, jumping like jumping beans before the start of the session.

Children's creative and imaginative development is encouraged through a good range of well planned activities. They enjoy music, singing and role play. Boys and girls are encouraged equally to express themselves as they dress up as builders, doctors, nurses and police personnel or 'chat' on the telephone whilst wearing their feather boas.

Helping children make a positive contribution

The provision is good.

Staff have a good knowledge of children's backgrounds and effectively meet their individual needs; they have a positive attitude towards diversity and are good role models, helping children learn the importance of showing respect for all. Children become aware of the wider society as they explore a range of festivals and religious and cultural traditions. Both girls and boys are encouraged to participate in all activities to broaden their range of experiences.

There are good systems in place to support children who have learning difficulties and/or disabilities and those who have English as an additional language. Close liaison with parents and outside agencies, such as speech therapists, ensure all children's needs are well planned for and met. Individual educational plans ensure children receive the right amount of support and interaction to ensure they are fully included and make progress.

Children play and behave well. The routines of the day encourage them to share, take turns and consider the needs of others. This positive approach fosters children's spiritual, moral, social and cultural development. Children learn to understand right and wrong through consistent boundaries, praise and age appropriate management of behaviour.

Relationships with parents are friendly and supportive. Parents feel welcome, and staff encourage them to become involved with their child's learning and development. The partnership with parents and carers whose children receive nursery education is good. Sufficient information is provided for new and established parents regarding Birth to three matters and the Foundation

Stage. The friendly, approachable staff ensure that all parents know how their children are progressing and developing and children benefit from the involvement of their parents. All required information is gathered about the children and parents' wishes are adhered to in the care of their children.

Organisation

The organisation is good.

Parkside Playgroup meets the needs of the children for whom it provides care; children benefit from a well-organised environment where they receive adult support to help them feel secure and confident. Many staff members have worked at the playgroup for a number of years, providing consistency and continuity and all staff work together well as a team.

The leadership and management of the nursery education is good. Children are supported by qualified and experienced staff who are very caring. The staff are committed to attending further childcare training and development courses, which will help them to reflect, monitor and improve the good quality of the care and education they offer to all children. The pre-school is working towards a QUILT qualification and has been awarded credits in several aspects of the care provided for children.

All documentation required for the safe and effective management of the pre-school is in place and is well applied. This promotes children's welfare and contributes to the smooth running of the provision.

Improvements since the last inspection

At the last inspection, an action was set to ensure that Ofsted is kept informed of all staff changes. Management at the playgroup are aware that they must now inform Ofsted if there is a change in management and abide by this.

Three recommendations were also made. These were to develop and implement an action plan detailing how at least half of the childcare staff will hold a relevant childcare qualification, to ensure that the child protection policy includes what to do if an allegation is made against a member of staff and to ensure that the register records children's hours of attendance. All of these recommendations have been met and this has had a positive effect on the care provided for children.

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):

- continue to build upon and improve current good practice

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):

- continue to develop the provision in accordance with the requirements of appropriate frameworks

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