

# North Romford Community Association Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	118553
<b>Inspection date</b>	28/11/2008
<b>Inspector</b>	Rufia Uddin
<b>Setting address</b>	North Romford Community Centre, Clockhouse Lane, Collier Row, Romford, Essex, RM5 3QJ
<b>Telephone number</b>	01708 766308
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

North Romford Community Association Playgroup is run by a committee and managed by a supervisor. It opened in 1970 and operates from one large room within the community centre. The playgroup is registered to provide care for a maximum of 24 children at any one time in the early years age group. There are currently 25 children on roll aged from two to under five years. Of these, 14 are in receipt of funding for nursery education. The playgroup supports children who have learning difficulties and/or disabilities and also welcomes those who speak English as an additional language. The playgroup is open from 09.30 to 12.00, five days a week, term time only. All children have access to a secure enclosed outdoor play area.

Two qualified managers are responsible for the day to day running of the group. The nursery receives support from the local early years partnership. The playgroup employs five staff, three of whom hold appropriate early years qualifications and one member is working towards an early years qualification.

## Overall effectiveness of the early years provision

Children are safe and well cared for by a team of staff who are suitable and qualified. An inclusive environment ensures that children are able to make progress towards the early learning goals. Children enjoy a range of appropriate activities and experiences and an outdoor area, which support all areas of learning, and staff are developing confidence with the new observation and planning system. Good partnerships with parents help staff to support children's learning and welfare. The management and staff are aware of areas for further improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to ensure observations and assessments are used to identify learning priorities enabling each child to achieve their full potential
- continue to develop systems for planning ensuring every child receives a balanced range of stimulating experiences appropriate to their age and stage of development
- ensure a robust policy and procedure with regard to recruitment, vetting and suitability is in place.

To fully meet the specific requirements of the EYFS, the registered person must:

- develop and implement an action plan that sets out how the registered person, who is also the manager will achieve a level 3 qualification (Qualifications, training and skills).

30/01/2009

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

Effective processes are in place to ensure that all children are safeguarded. Staff are generally suitable to work with children and have the appropriate skills and qualifications to support their learning and welfare. However the registered person, who is also the manager, needs to provide evidence of a level 3 qualification, which was not available during the inspection. The group is committed to developing written procedures regarding recruitment. Adequate support is available for staff to further their knowledge and understanding of childcare and learning. Staff are well deployed to ensure children's safety. A system is implemented to monitor staff performance and development. As a result, gaps in teaching and links between planning and assessment in some areas have been identified and well planned for, although improvements are not yet fully implemented. All records and policies are in place and most work well in practice. Regular risk assessments help staff to identify any areas of concern and all staff are aware of any issues. The playgroup successfully promotes inclusion by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Parents receive good quality information about the nursery and their views are welcomed. The group has completed self-evaluation forms and implemented improvements in response to actions and recommendations from the last inspection. The management and staff have a positive approach to making improvements in the playgroup and the supervisors have good ideas to further improve the quality of children's learning and development. Good informal relationships with parents are established, which helps children to settle and gain in confidence. Information about the children's day, routines and activities are exchanged through discussion at the end of sessions. However, management recognise that engaging parents in their child's learning is an ongoing area for development across the playgroup. A number of initiatives have already been introduced and more are planned to encourage parents to be more involved and support their child's learning at home.

## **The quality and standards of the early years provision**

Children are happy and settled at the playgroup. The implementation of the key person system helps to secure trusting relationships between staff, children and parents and promotes children's sense of security and belonging. Children are confident and independent learners who benefit from the routine and organisation of space, inside and out. They independently access resources and make choices in a stimulating, well equipped and resourced learning environment. Children self-register and help to tidy up, displaying a sense of responsibility and belonging. Children learn how to keep themselves safe and healthy. For example, they learn to how to use cutlery safely at lunchtime. All children have regular access to the outdoor play area which encourages them to be active and develop physical skills. Healthy eating is promoted and children enjoy fruit based snacks and vegetables. The group plans further improvements, such as introducing posters to promote a healthy lifestyle. Children learn to wash their hands before they eat and staff talk to them about germs. Children develop good behaviour and are well mannered

and polite. Most children are able to play cooperatively and staff are generally successful in managing behaviour and creating a calm and settled atmosphere. Close relationships between staff, children and parents are developed so that staff have an understanding of children's individual needs and parents are informed about their children's progress. Children benefit from the skill of staff in challenging their thinking and helping them to notice the world around them.

Children enjoy their play and are making progress towards the early learning goals, developing skills which will support them in the future. Children explore a range of suitable toys and activities in a relaxed environment. They benefit from good levels of interaction and eye-contact from staff and have regular opportunities to play with older children. Children are happy and settled, engaging in a range of appropriate activities, such as sharing books, drawing with chalks and riding in toy cars around the garden. The outdoor area is used to support physical play and there are opportunities for children to explore other areas of learning. Further resources are available outdoors and are easily accessible. Children's language skills develop, for example, by matching sounds to objects. They solve problems, develop curiosity and have some access to information technology.

The group has recently introduced systems to allow observations of children's progress to help staff to identify the next steps in learning, and to use this information to plan future activities. Staff are positive about the implementation of the new systems.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.