

Orange Tree Playgroup

Inspection report for early years provision

Unique reference number	118555
Inspection date	27/11/2008
Inspector	Susan Thomas-Pounce
Setting address	Pettits Lane, Romford, Essex, RM1 4EH
Telephone number	01708 436 214
Email	
Type of setting	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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Orange Tree Pre-school Playgroup opened in 1995. It operates from a classroom within Marshalls Park School, which is situated in a residential area of Romford, close to public transport.

There are currently 58 children on roll in the Early Years age group. Children attend for a variety of sessions. The nursery currently supports children with learning difficulties and/or disabilities. Children come from a wide catchment area. The playgroup opens Monday to Friday during school term time only. Opening hours are from 09:15 to 11:45, and from 12:15 to 14:45.

There are eight staff working with children in total, six of whom hold an appropriate early years qualification. The playgroup receives support from the Early Years Development and Childcare Partnership (EYDCP). This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The children thoroughly enjoy their time at Orange Tree Playgroup where they are settled and happy. The setting is effectively managed and staff have established good partnerships with parents and professionals. This contributes significantly to ensuring that the needs of all children are met very well and that they get any additional support they need. Staff create a welcoming and stimulating environment where children are safe, secure and well cared for. All children are fully included and their individual needs and interests are supported effectively. The staff are enthusiastic and committed to providing high quality provision for the children.

What steps need to be taken to improve provision further?

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

- develop the provision by extending the use of self assessment systems to plan, monitor and evaluate identified priorities

The leadership and management of the early years provision

The children benefit from the good organisation and management of the provision. Relationships with parents are strong. They are encouraged to be fully involved which helps their children to settle and to quickly develop trust and feel secure in this welcoming environment. High staffing levels ensure that children receive plenty of attention and support. They use their good knowledge of how children learn and develop to ensure every child is able to take an active part in every activity, ensuring inclusion for all. Staff maintain records to help them track the children's learning and progress. Children's care, safety and welfare are very well promoted because the very experienced staff continue to update and extend their skills and knowledge. All the records, policies and procedures necessary to

promote their care and welfare are in place and reviewed regularly. There are effective processes to safeguard the children from harm and appropriate checks are carried out to ensure that all adults working with them are suitable. Regular risk assessments and daily premises checks minimise the likelihood of accidental injuries. Parents give prior written consent for the seeking of any necessary medical intervention and all staff are trained to apply first aid. Parents receive helpful information about the setting and the activities being provided. They are well informed about their child's progress through meetings and regular discussions with staff. Staff work very hard to create an exciting environment where children can be active and independent learners. They provide a balanced routine to the day that always includes opportunities for exercise and outdoor play. The setting has successfully established very good links with other professionals in order to meet the diverse needs of children with learning difficulties and/or disabilities. The staff have developed effective partnerships with parents and other early years providers and this promotes continuity in their care and development. There are effective self-assessment systems in place, which identify areas for improvement. To improve provision further the setting should create a plan to ensure the areas identified for improvement or development are prioritised, acted upon, monitored and evaluated.

The quality and standards of the early years provision

The staff have a good knowledge of the Early Years Foundation Stage (EYFS) and provide a varied curriculum which supports children's learning effectively. All staff are using the EYFS documentation to inform their planning and to ensure that the daily activities are focused. There are good assessment systems in place and staff frequently observe what the children can do and know them very well. This allows them to adapt activities so that they are more carefully matched to each child's ability. As a result children make good progress towards the early learning goals. The quality of planning and assessment for individual children is well organised and easy for staff to follow and maintain. This ensures that each child receives an enjoyable and generally challenging experience across the areas of learning. Children are motivated to learn needing little encouragement to take part in self-chosen or adult-led activities, showing clear familiarity with daily routines. They are encouraged to be independent at all times but know that staff are there if help is needed. They are praised and their achievements are celebrated through many displays on the walls and good use is made of a digital camera to record achievements. There are many opportunities for children to develop communication, language, literacy and numeracy in the variety of learning environments created within the room. In addition, children gather together for group learning. Staff skilfully use positive ways to help children learn to manage their own behaviour and give them strategies to recognise and deal with their emotions. They help children find out about different cultures and traditions in the wider community through stories, role-play and art activities and teach them concern and respect for others. Children learn how to keep themselves safe and receive consistent messages about healthy living. They learn how to use tools and equipment correctly and know to take care when pouring drinks at snack time. The garden area provides good opportunities for the children to explore and investigate as well as take part in a good range of physical activities. Overall, staff have high

expectations for every child's achievement. They work very actively with parents to share information about themes and activities. Overall, children are benefiting from a successfully implemented framework for learning.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 the last inspection.

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.