

Abertots Play

Inspection report for early years provision

Unique reference number	EY307208
Inspection date	20/05/2009
Inspector	Debra Davey
Setting address	Aberfeldy Neighbourhood Centre, Aberfeldy Street, London, E14 0NU
Telephone number	07931 800 547
Email	abertots@yahoo.co.uk
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 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

Abertots Playgroup opened in 2005 and is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the local community. It operates from the Aberfeldy Neighbourhood Centre on the Aberfeldy estate in the Poplar area of the London borough of Tower Hamlets. The provision is registered by Ofsted on the Early Years Register. The playgroup is open Monday to Friday from 09:30 to 12:00 during school term times. Children have access to an enclosed outdoor play area. A maximum of 20 children may attend at any one time. There are currently 14 children aged from 3 years to under 5 years on roll. The playgroup supports children with learning difficulties. There are two members of staff, including the manager, all of whom hold appropriate early years qualifications. The playgroup receives support from the Poplar Housing and Regeneration Community Association (HARCA), the Early Years Network -Tower Hamlets, and the Early Years Development and Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff are well trained and have an understanding of children's individual needs, thereby promoting inclusive practice. However, there are times when students/volunteers are included on the staff ratios and this has some impact on the quality of teaching. The manager of the setting is currently developing the system of self-evaluation and is able to accurately identify and plan for improvements. This contributes significantly to ensuring that children are happy and make progress in their learning and development. However, parents are not given enough information to become fully involved with their child's learning.

What steps need to be taken to improve provision further?

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

- further develop effective systems of self evaluation to ensure that areas for improvement are clearly identified and acted upon.
- develop ways in which parents can become involved with their child's learning including regular feedback on their child's progress.
- improve the programme for problem solving to ensure that children enjoy valuable opportunities to explore, investigate and find out.
- ensure that staff are consistent in their teaching to enhance the educational programme.
- ensure that the assessment arrangements clearly track child progress through the foundation stage.

The leadership and management of the early years provision

Staff work very hard to ensure that the setting is well presented and resources organised to enable children to learn. They work well with other agencies such as the Early Years Advisory Team to plan for improvements. For example, planning is based on children's needs and clearly relates to children's interests and all areas of learning. Methods of self-evaluation are currently being developed to ensure that staff are supported and make sure that welfare and learning and development requirements are consistently met. The environment is child-friendly and the balance of adult-led and child-initiated activity ensures that children make progress whilst enabling them to experience a varied range of activities. Staff provide positive role models and value children's cultural diversity. As a result, children are confident and concentrate for extended periods on activities, listen and behave well.

Leadership and management of the setting ensures that all children are safeguarded and included. For example, records, policies and procedures are used effectively, including documentation relating to safeguarding, of which staff have clear knowledge and fully understand their role and responsibility in reporting concerns. While children are well supervised during activities, the pattern of staffing does not always support consistent teaching. However, there is a system in place to ensure that staff undergo appropriate checks to be in the proximity of children prior to starting work. There are a sufficient number of staff qualified in first aid to ensure that children are well protected in the event of an emergency. Information regarding children's needs such as their care, medical, cultural and linguistic requirements are gathered from parents before the child starts. Key persons use the information well to get to know the child during the settling-in stage, ensuring that individual children are valued and fully included in a range of well planned and fun activities. However, there are too few opportunities to engage and involve parents in their child's progress.

The quality and standards of the early years provision

Children are happy in the setting because they enjoy the company of approachable staff and have access to a good range of attractive and safe toys and play materials that enable them to make choices in their play and learning. Staff devote time to planning for the long, medium and short term activity to ensure that all areas of learning are covered and themes are planned, such as 'mini beasts' to extend children's interests. This, combined with staff's secure knowledge of how children learn and their starting points, ensures that a broad range is provided. There is a system in place for the recording of child observations and their next steps for learning. However, it is not evident how progress is reviewed and activities changed according to individual achievements.

Children move freely from one area to another, indoors and out, as they self-select from the resources and are supported well in their play as staff members actively enhance their learning and development opportunities. For example, staff make good use of open-ended questioning when talking to children and provide

sufficient time for children to respond. This provides valuable opportunities to develop their spoken language skills through sustained conversations with their carers. Strengths in the programme for communication have an impact on children attending for whom English is not their first language and in particular, for younger children as staff use a variety of methods, including dual language books. As a result, all children concentrate and listen well when being directed by staff. They enjoy group music sessions and show emerging creative skill as they tap out rhythm to song. They concentrate well on activities such as collage, wall painting and using plastic in the water tray to view how light changes colour. They enjoy role play in the restaurant and flower shop. They learn about the natural world through growing seeds and looking at insects but there are too few opportunities to investigate and solve problems. Overall, there is well focused support for individuals that fully supports the early learning goals. Children behave well because adult carers provide good role models, a happy atmosphere and have made the room attractive and welcoming. This, combined with the use of appropriate praise and clear adult direction, means that children learn to interact well with others within a culture that fosters respect and every child is valued.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

Annex B: the Childcare Register

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met