

Munchkins (TC) Playgroup

Inspection report for early years provision

Unique reference number EY258434
Inspection date 12/02/2009
Inspector Debra Davey

Setting address Teviot Centre, Wyvis Street, London, E14 6QD

Telephone number

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).

Description of the setting

Munchkins playgroup opened in 2001 and is funded through Government Local Authority Mainstream Grant and the Nursery Education Grant. The playgroup operates from a self contained play room, on the ground floor of Teviot Community centre, in the Poplar area of the London Borough of Tower Hamlets. Children have access to an enclosed outdoor play area. The playgroup is open each weekday from 09.00 to 11.30, term time only. The provision is registered by Ofsted on the Early Years Register. A maximum of 20 children may attend at any one time. There are currently 14 children aged from three to five years on roll. The playgroup supports children with learning difficulties. There are two members of staff and a relief worker, all of whom hold appropriate early years qualifications. The playgroup is an associated member of the Early Years Network Tower Hamlets.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Recently introduced methods of assessment and planning for individual children provides a framework that promotes all aspects of children's learning. Children's welfare is promoted well as they are kept safe at all times through effective use of risk assessments and a range of updated policies and procedures. There is a key worker system in place which ensures that children attending are happy and settled, although staff are not always deployed appropriately to fully extend children's learning. Relationships between parents and staff are friendly and effective partnerships with parents are being developed to ensure that the needs of all children are fully met. This means that children make generally good progress, given their age, ability and starting points. The setting is able to identify areas for development and systems of monitoring are in place to ensure the effectiveness of the provision and ongoing improvement.

What steps need to be taken to improve provision further?

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

- further develop the partnership with parents to ensure that they become involved with their child's learning and thereby improve outcomes for children.
- develop the outdoor area to enhance the learning experiences for children.
- ensure that the next steps identified in children's observations are clearly linked to the planning of activities in order to make sure that children's individual learning needs are fully met.
- ensure that staff are deployed sufficiently to provide adult support, enhance the quality of activities and provide sufficient challenge for children in all areas of learning.

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

- request written parental permission, at the time of a child's admission, to seek emergency medical advice or treatment (Safeguarding and promoting children's welfare)

28/02/2009

The leadership and management of the early years provision

The newly appointed chairperson and play leader of the setting have brought about sufficient improvements to the organisation to promote positive outcomes for children. As a result, children's welfare, learning and development are fostered appropriately and they make satisfactory progress. Systems in place to make sure that staff review and evaluate the quality of the learning environment are being developed, in keeping with the Early Years Foundation Stage. Improvements in the assessment and planning for individual children's learning have been achieved with support from the local authority early years intervention team. New records provide information about children's starting points and observations of their progress but are not used to inform planning for individual children's learning. Activities are well resourced, which helps to promote choice and children's independence skills, and children are encouraged to develop personal independence. For example, they are encouraged to help with serving snacks, washing hands and labelling their own art work. Some activities lack challenge and, at times, staff are not deployed appropriately to enable them to sit and develop sustained conversations with children and help them extend their own learning. Parents are encouraged to become involved through an appropriate settling in procedure and discussions with key person staff. However, parents do not currently receive sufficient information about the early learning goals or how to become involved with their child's learning. Support for children attending for whom English is not their first language is strong, and parents are encouraged to provide additional mother tongue words to help their own and other children appreciate linguistic diversity. Positive working relationships with other agencies ensures that children's needs are met. For example, playgroup staff are involved with the identification and assessment of children with additional needs. Children are kept safe at all times. Staff undergo appropriate checks before starting work at the setting to ensure that they are suitable to be child carers. Ongoing staff training ensures that staff have sufficient skills and understanding of procedures in place to keep children safe from harm or abuse. The range of policies and procedures have been updated and reviewed since the last inspection and are made available to parents, in a parent handbook format. This ensures that issues relating to health and safety are attended to and welfare requirements are met. The play leader is trained in paediatric first aid, although, staff have overlooked a requirement of the setting's health and safety policy to ensure that parental consent is sought from parents, for emergency medical treatment. This is a specific legal requirement.

The quality and standards of the early years provision

Children show emerging confidence and motivation to learn as they select their own resources and concentrate well on activities of their choosing. The environment is organised to enable children to develop their independence, as they choose their own equipment, such as, aprons for water play or painting and know to wash their hands before and after snack. They learn self care skills as they are able to use the bathroom unaided and enjoy choosing which peg has their name on for their coat. During free flow play, children are encouraged to explore their creativity through role play and art activities which adults are happy to adapt to extend learning. For example, a brush painting activity becomes an opportunity to mix colours and staff discuss that red and yellow make orange. Children develop understanding of technology as they use the computer and the educational programmes. Children are encouraged to be good listeners and develop effective communication skills because staff adapt the curriculum to promote children's home and English language, both verbally, and in signs and notices. As a result, children's positive contribution is developing well. They learn about keeping healthy through discussions at snack time about foods that are good for us and enjoy daily fresh air and activity in the playgroup garden. Children's learning is not well planned in the outdoor area and, as a result, activities lack sufficient challenge and do not cover all areas of learning. Staff have identified this weakness and intend to address it through improved planning. Children progress well in their personal, social and emotional development. They enjoy a calm and happy atmosphere, the play room has been made attractive and staff are welcoming. Children for whom English is not their first language are fully included and parents are encouraged to contribute home language. There are effective systems in place to support children with additional needs. This means that every child is valued in the setting.

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 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.