

Crowned Kids Playgroup

Inspection report for early years provision

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Inspector Jennifer Liverpool

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Crowned Kids Playgroup was registered in 2009. It operates from the Worshipville Christian Centre which is situated on the first floor of the Cooperative Shop in the London borough of Barking and Dagenham. Access to the premises is via a large flight of stairs. The playgroup opens on week days from 8.00am until 6.00pm for 52 weeks a year.

A maximum of 26 children aged from two years to the end of the early years age group may attend the playgroup at any one time. There are 13 children on roll. All staff, including the manager, hold appropriate early years qualifications to National Vocational Qualification at level 3. There is also a volunteer worker who works part time. The playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides satisfactorily for all children, acknowledging and respecting each child's individuality. Children have access to a suitable range of learning experiences and they are making sound progress in their learning and development. Adequate health and safety measures are in place and as a consequence of this, children are generally safeguarded. Positive working relationships with parents ensure continuity of care. The manager and staff are beginning to monitor and evaluate their practice and they are keen to make improvements to the care and learning offered to children.

What steps need to be taken to improve provision further?

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

- obtain an up to date Criminal Records Bureau check at 14/12/2009
the earliest opportunity to assess staff's suitability
(Suitable people)

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

- reduce the risk of hazards to children in the toilet cubicles and around the toilet area
- practise the fire drill with children so that they can learn how to evacuate the premises quickly and safely and prominently display the fire action notice
- provide more opportunities for children to recognise numbers, compare size and quantity and practise problem solving
- accurately record children's skills and abilities in the observational records so that it is clear what children can do in order that appropriate challenges can be consistently set.

The effectiveness of leadership and management of the early years provision

All staff have a satisfactory understanding of child protection issues. Detailed safeguarding and child protection policy guidelines ensure that appropriate procedures are in place to protect children from harm. The manager has developed a record for risk assessments for indoors and outings, which includes brief details about the actions taken. Whilst steps are taken to ensure that the mobile, first aid and drinking water is available for children on outings, the system for risk assessment indoors is not sufficiently robust and as a consequence, children are exposed to potential hazards. For example, the easel boards are propped up on the wall and can fall onto a child and long light cords in each of the toilet cubicles are easily accessible at child height and pose a risk to them. Overall, there are sound recruitment procedures in place, which includes information on employment history and current references being obtained. However, when recruiting staff there is an over reliance on the use of staff's past Criminal Record Bureau disclosures to vet them and in this particular instance, the date on the copy document cannot be clearly read. Consequently, there is no immediate plan to initiate staff's suitability checks.

The setting has satisfactory partnerships with parents, ensuring that children are cared for according to parent's wishes. Detailed information is gathered from parents about their child before children start, which means that staff know children's care routines, stage of development and interests. This information is used to help staff plan appropriately for the individual needs of children. Staff give parents daily feedback about their child care routine and regularly share information about children's progress. This contributes to children's wellbeing.

A number of written policies and procedures are in place and used to guide staff in their practice, which includes the procedures for emergency evacuation, though, it is not on display for staff and others on the premises to follow in the event of an evacuation. The setting's procedures for self-evaluation of its practice and how to ensure continuous improvement is at an early and informal stage. The setting has begun to identify how to further promote some of the areas of learning, improve partnership with parents and staff training and development. Links with external agencies are developing and plans are in place to continue to improve the outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children settle well because staff work with their parents to put in place arrangements that are tailored according to their own needs. Children happily play with their friends and they generally behave well. The youngest members of the group often play alongside their peers, as well as engaging in large group activities, such as, story times and circle time sessions where they talk and listen to each other's news. Children's language and communication skills are developing

well and regular opportunities are provided to support children develop skills for mark making and name recognition. Children who are learning to speak English as an additional language receive appropriate support to build on their vocabulary. However, staff do not always make the most of questioning children during planned activities or spontaneous opportunities to check their understanding or extend children's knowledge of size and simple measurements. Also, when staff do ask children questions during play, they sometimes do not wait for children to respond and gives the answers. This means that children are not always encouraged to predict and solve simple problems or the appropriate use of mathematical language.

There are good opportunities for children to explore and respond with their different senses. For example, children handle and feel shaving foam, wet oats, rice grains and flour during play. Also, they cut up, smell and taste slices of fresh fruits and vegetables when participating in small group activities. All children enjoy playing with real small pots and pans and a variety of props in the role play area. Staff make regular observations and are generally consistent when recording children's progress; however, at times these records do not clearly show what numbers children can accurately count up to or the numbers they can recognise. Written activity plans are linked to the six areas of learning and generally make clear what children are expected to learn. A suitable range of developmentally toys and equipment is available and children are able to access these resources safely. Staff's careful supervision ensures that all children participate in a range of activities that are set out for them each day.

Children's personal independence is promoted as they wash and dry their hands independently. They help themselves to a rolling snack where they make decisions about when they want to eat and children have access to drinking water throughout the day. Positive interaction during play help children learn to avoid passing on germs to others as staff remind children to cover their mouths when coughing and to throw used tissues in the bin. Children benefit from a spacious environment that allows them to move around freely and be physically active. They have daily access to play equipment, such as, rockers, a slide and mobile toys in the spacious hall. Children favour the hoops and make good attempts to rotate it around their waists. They also benefit from regular trips to the park, library and pet shop to see the fishes and animals. Staff remind the children about how to keep themselves safe before they embark on outings. However, they are not helped to become familiar with the procedures for evacuation so that they can learn how to leave the premises safely.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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