

# Old Town Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	116260
<b>Inspection date</b>	01/07/2010
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<b>Type of setting</b>	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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Old Town Playgroup has been registered since 1992 and is managed by a voluntary management committee, comprising mainly of parents whose children attend the playgroup. It operates from one room in a community association building in Hounslow in the London Borough of Hounslow. All children share access to an enclosed outdoor play area.

The playgroup is registered to provide care for a maximum of 20 children, aged between two years to under eight years, all of whom may be in the early years age range at any one time. The playgroup is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The playgroup operates during term time only on Monday, Wednesday, Thursday and Friday. Opening times are from 09:30 to 12:00 and 12:30 to 15:00, from September 2010 opening times will be extended to 9.00am to 12:00 noon and 12.30pm to 3.30 pm.

There are currently 54 children aged from two to under five years on roll. Of these 39 children receive funding for nursery education. Children from the local community attend the playgroup. The playgroup is able to support children with special educational needs and or disabilities and also children who speak English as an additional language.

The playgroup employs a team of seven staff, of these six staff including the manager hold appropriate early years qualifications, one member of staff is currently completing the Early Years Professional Status qualification, and one member of staff is awaiting confirmation of the recent completion of a child care qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The playgroup provides a friendly and caring environment, where children and their families are welcomed. Children's individual needs and preferences are known and generally reflected in the range of activities provided, which encourages most children's participation and enjoyment. Staff are affectionate, caring and generally support children well in their learning and development. Self-evaluation identifies that the setting is making progress, demonstrating their commitment to ongoing improvement and targeting identified areas. The required records are maintained. Partnerships with parents are a strength of the setting and result in information being shared effectively.

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

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

- reappraise the risk assessment relating to both the environments and

activities to which children are being exposed and make necessary adjustments to secure their safety at all times.

- review the organisation of the daily routine to make sure that this does not impact on or interrupt children's play and learning experiences
- make sure the necessary information is accessible regarding children's progress and development to help plan 'what next' for individuals and groups of children
- develop further the use of self-evaluation and informed discussion to identify strengths and priorities for development that will improve the quality of provision for all children.

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

Children's welfare is protected by staff's awareness of their own and the manager's responsibilities regarding safeguarding issues, and the procedures to follow if concerns arise. Suitability checks have been completed for existing staff. There is adequate indoor and outdoor space which is planned and organised appropriately to meet children's needs. The high staff ratio results in children being well supervised and closely monitored. The required record of risk assessments are maintained and used to monitor safety within the premises. However, on occasion these do not reflect issues staff have identified, and how these will be addressed. For example, a leaking plug on a water tray in the outdoor area results in a large puddle of water on the ground, providing a potential slipping hazard and although the low gate in the garden is secure and vigilantly monitored, it is not routinely locked. The required records, policies and procedures are in place and maintained, some policies are currently in the process of being updated.

Staff work well together as a team and they share a commitment to the playgroup and the enjoyment of the children in their care. They are developing their confidence in implementing the Early Years Foundation Stage curriculum and how they record and monitor children's progress. Children's developmental records are attractively presented with photographic examples of the activities they enjoy and descriptions of what children are learning. However, these are not yet fully effective in consistently identifying individual children's next steps, how they will be supported in achieving these and linking these to the planning of activities. Children's records are sent home with parents providing clear, informative and interesting records of their child's development. However the arrangements for this, on occasion, result in some information that would assist staff in their monitoring and planning, for individual children not being available on the premises. A varied range of play experiences are planned and provided and the play group has a selection of suitable play equipment, furniture and resources which the staff set out and put away at the beginning and end of each day.

Adequate use is made of self-evaluation, and progress has been made in addressing most areas highlighted during the last inspection with the local authority's support. Although, this is not yet fully developed, for example, issues, such as, the flexible organisation of the daily routine and how combined use of the indoor and outdoor space in all weathers may successfully be achieved to meet all

children's needs, are not regularly reviewed. The playgroup manager and staff are motivated to seek further improvements. For example, one member of staff has recently completed their Early Years Professional Status assessment, staff have access to ongoing training through the local authority, and improvements have been made to the outdoor area providing an extension to the indoor environment and enabling the curriculum to be extended to the outdoors.

Supportive partnerships with parents are a strength of the setting. Parents praise the staff and setting and say their children enjoy coming to playgroup. They comment that children with English as an additional language are well supported by some of the staff who share children's home languages, and how well the playgroup has supported their child in learning English. Parents views on the setting have been sought through questionnaires and their responses reflect that many parents choose the playgroup through personal recommendation. Parents refer to children's personal folders demonstrating their development, they say their children tell them what they have done at playgroup, and that staff share information with them daily. Simple signing and pictorial communication are on occasion used by staff to communicate with children and parents, encouraging communication with families who have English as an additional language. The playgroup staff are aware of the need to work in partnerships with other settings and carers involved in children's care, and regularly share information with other carers who bring and collect children.

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

Children are happy and enjoy their time at the playgroup. They demonstrate that they feel safe and generally secure, by arriving happy and separating well from their parents and carers. Children sit on the carpet for circle time, they respond when their names are called out from the register and most children confidently join in a discussion about what they have eaten for breakfast and the day of the week. Children are proud when they are chosen to come and help count the number of children and adults that are at playgroup today, and confidently count their friends from one to 16.

A daily routine is followed providing reassurance and familiarity for children, however, on occasion the routine for snack time and tidying away interrupts children's play and results in some children sitting waiting for their friends to finish their snack. Most children are engaged in their play and enjoy socialising with staff and their peers. However, not all children are fully engaged in large group times, such as, circle time and story time, which results in some children losing interest and not participating in discussion.

Children are busy and most are interested in their play. They are developing skills for the future through their play and learning, for example, as they make some choices about what they play with from a selection of play materials and activities set out in the outdoor area. Children concentrate when using the play dough, feeling, pressing and rolling it, then squashing it into moulds, and pressing a lid on, that squeezes the play dough out of the other end of the mould. Children use

equipment confidently, for example, they use safety scissors to cut the play dough, and tools such as, screws, hammers and screwdrivers on the toy work bench. They talk about mending the car and being 'Bob the Builder'. Children draw with pencils, dig in the sand, drive toy cars around the road map table, press the keys and move the cursor on toy computers, and complete puzzles. However, the presentation of some resources, such as the water play tray does not consistently capture children's interest and engagement, and result in children not exploring the water on a hot day. Most children listen avidly at story time and ask questions about the story, however alternative arrangements for a smaller group at story time, or another activity are not routinely planned, for children who find it difficult to concentrate or listen in a larger group. Children copy simple signing techniques used by a member of staff for good listening and good speaking. They see the wider world reflected in the range of resources they use daily, and hear different languages spoken by parents and staff, some of which reflect languages they hear at home, providing continuity and reassurance for children.

Children are learning about keeping themselves safe through discussion at circle time about playgroup rules, they refer to not running or pushing each other and sharing and taking turns. Children are supervised by staff as they safely move between the indoor room where they have snack and circle time, to the outdoor area by all holding onto a long rope, singing songs as they move between the two areas. Children enjoy physical play on the outdoor area, they climb on a small climbing frame, ride in push along cars and on small bikes. Children are learning about their own hygiene as they use wet wipes to clean their hands before snack and are helped to wash their hands after using the toilet. They respond to questions during circle time about if they have cleaned their teeth and brushed their hair before coming to the play group. They enjoy their snack of fresh fruit and biscuits, using forks to help themselves when a member of staff offers the plate of fruit.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
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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## **Annex B: the Childcare Register**

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

Met

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

Met