



Abertots Play

Inspection report for early years provision

Unique Reference Number	EY307208
Inspection date	08 December 2005
Inspector	Philippa Clare Williams

Setting Address	Aberfeldy Neighbourhood Centre, Aberfeldy Street, London, E14 0NU
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Registered person	Abertots Play
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Abertots Playgroup is managed by a voluntary management committee, made up of parents of children at the playgroup and members of the local community. It opened in 2005 and operates from the Aberfeldy Neighbourhood Centre on the Aberfeldy estate in the London Borough of Tower Hamlets. A maximum of 16 children may attend the playgroup at any one time. 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, an adjacent under 5's playground and basket ball court.

There are currently 16 children aged from 2 years to under 5 years on roll. Of these, 15 children receive funding for nursery education. Children come from the local area. The playgroup supports children who have English as an additional language and children with special educational needs.

The playgroup employs 3 staff, including the manager, all staff hold appropriate early years qualifications.

The playgroup receives support from the HARCA, Sure Start, the Pre School and Under Fives Association (PUFA), and the Early Years Child Care Partnership.(EYDCP)

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted and procedures are in place to ensure that children are protected from cross infection. For example, there is a clear 'sick child' procedure. Children are beginning to learn the importance of personal hygiene, such as placing their hand over their mouth when coughing, using a tissue to wipe their nose and washing their hands through regular daily routines.

Children enjoy sufficient quantities of food to ensure their nutritional needs are met. They eat a range of snacks, such as cereal, toasts, fruit or yogurts, which helps them to understand the importance of making healthy choices. However, children are not offered fresh drinking water regularly during the session, which means they are not kept suitably hydrated to promote their good health. Children's individual dietary needs are noted and provided for, to take into account any special dietary requirements. This ensures that children are suitably nourished and content.

Children enjoy physical activity outdoors: they demonstrate good coordination skills as they pedal their tricycles, and steer them with good control to avoid collision with others. They enjoy participating in action rhymes. Children's hand and eye co-ordination is encouraged through activities, such as using pencils, the computer mouse, and completing puzzles. This ensures that children benefit from physical activity to promote their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well maintained and welcoming environment. They move around safely and freely in the ample space provided under the constant supervision of the staff. Good security procedures are in place to restrict unauthorised access to the setting. Children develop an awareness of road safety during outings where they

learn to cross the road in a safe manner. Adult to child ratios during outings keep children safe and provide them with good levels of supervision. Children learn to keep themselves safe as staff encourage them to take care when sitting on their chairs and not to run indoors.

Children use a good range of interesting resources that are appropriate for their age and stage of development, and these are checked regularly by the staff to ensure they are in good condition and are safe for children to use.

Children are protected and kept safe from harm as the staff have a good knowledge of child protection procedures and their responsibilities to report any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy their time at the playgroup and separate happily from their parents and carers. They settle into their activities quickly on arrival. Children play happily together and are beginning to develop positive relationships with one another. This contributes to their sense of belonging. Children benefit from the warm interaction with the staff and they have formed good relationships with them, which helps to develop their confidence and self-esteem. Children are interested in the good range of activities and resources on offer, which they can access easily so that they can follow their own interests. Staff's knowledge about all the children helps them provide suitable and challenging activities. The staff are beginning to use Birth to Three Matters framework to plan suitable activities for younger children.

Nursery Education.

The quality of teaching and learning is good. Children make good progress in all areas of learning. Children's attitude to learning is positive and they plan an active role in this as they make their own choices about their play. Practitioners have a good understanding of the Foundation Stage and plan a broad range of activities and experiences that cover the areas of learning. Children's achievements are linked to the stepping stones, and assessment records show that children are making good progress towards the early learning goals. Children's learning is encouraged and enhanced as the staff plan activities which children show interest in. For example, they develop activities from children's interest in feathers and the neighbourhood walk.

Children's independence skills are developing and they tend to their personal needs, such as putting on aprons for messy play, and washing their hands afterwards. They concentrate and persevere in tasks that stimulate them and they demonstrate pride in their achievements. For example, they make their own pictures on the computer. Children's behaviour is good as they learn to share and take turns, which encourages respect for others. Children confidently communicate with adults and each other, and they have formed good relationships with one another. They have many opportunities for name recognition and mark making through a variety of activities: they draw and write in their books, use white boards, and read their name cards at snack time. Children handle books correctly and can be engrossed for some time when looking at

storybooks, and listening to group stories.

Children develop their understanding of numbers, counting whilst singing number rhymes. They do not, however, have sufficient opportunities to recognise numerals and learn about simple calculation during their everyday routines. Children are developing their design and construction skills, for example, they make complex models with cogs and wheels. They enjoy string painting, mixing colours and observing the results and sand and water play. Children develop their sense of time as they discuss family members and use hour glass to work out how much time left on an activity. Children show an interest in information communication technology equipment and many skilfully use a computer mouse.

Helping children make a positive contribution

The provision is good.

Children are supported well in the transition between home and playgroup. This ensures that they feel secure and settle readily. Children's individual needs are met as information is gathered to ensure the staff know about these needs and this contributes to children's well-being. Systems are in place to support children with special needs, which ensures they are supported appropriately and their needs are respected.

Staff are calm, consistent and encouraging at all times. Children behave well and demonstrate an understanding of the rules for good behaviour with the support of staff. For example, they know when the timer runs out they can have a go on the computer. They also know to wait their turn at circle time.

Children access a range of suitable resources which promote a positive view of the wider world and help them to understand about their differences and similarities. Children with English as an additional language receive bilingual support this ensures they able to take part and contribute. However, this could be further enhanced by providing a variety of writing in children's home languages.

Children benefit from the good relationships between the staff and their parents, who discuss children's progress on a daily basis. This ensures children's individual needs continue to be met. Parents also have opportunities to present their views through a suggestion display tree and by becoming a member of the committee. All policies and procedures are in place and are shared with parents and carers, who receive information, such as newsletters, which keeps them informed about the setting and activities.

The partnership with parents of children who receive nursery education is satisfactory. Parents receive information about the Foundation Stage. However, parents have few opportunities to contribute to their child's assessment record and the information gathered from parents does not link to the stepping stones in children's progress records, sharing what they know their child can do at home. This means that children do not benefit from the sharing of information that would enhance their learning and build on their existing knowledge and skills.

The provision fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Taken overall, the recruitment procedures ensure that staff are vetted. This protects children. However, there has been a breach in regulations as the setting has failed to inform Ofsted of the changes to the Committee members, and to make staff record available. As result of Ofsted's inability to make appropriate checks of suitability, children may be at risk.

The staff have a clear understanding of their roles and responsibilities within the playgroup and the deployment of staff is good: it ensures that all children are secure and happily engaged in activities.

Leadership and management of the pre-school is good. All staff receive a thorough induction and good ongoing support and development opportunities. The setting works closely with outside agencies who offer staff very good support through ideas and feedback to help to improve the nursery education and care provision throughout the setting. Plans of activities are good and show staff deployment, intended learning objectives, evaluation, focus for differing levels of achievement and development of activity throughout the week. Regular observations of children's achievements take place to help towards planning the next steps for children's learning and development.

Policies and procedures mostly work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. However, the complaints and recruitment procedures need to be reviewed and updated to ensure safe management of the setting.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not Applicable.

Complaints 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. There have been no complaints made to Ofsted since registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that Ofsted is notified of any significant changes to the provision, including any changes to the Committee in order to carry out relevant checks
- ensure that all records relating to day care activities are readily accessible and available for inspection at all times, and update recruitment and complaints procedures in line with new regulations
- ensure children are offered fresh drinking water regularly during the session

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the opportunities for children to develop number recognition and to practice calculation and problem solving skills through everyday routines and play activities
- improve opportunities for parents to share their knowledge of their child's development, make contributions to their assessment records and be informed about the next steps in their learning
- provide a variety of writing in home languages including books, notices and labels.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk