



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 128477

DfES Number: 523435

### INSPECTION DETAILS

Inspection Date 11/02/2005  
Inspector Name Jane Davenport

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Parkside Playgroup  
Setting Address 176 Goodmayes Lane  
Ilford  
Essex  
IG3 9PP

### REGISTERED PROVIDER DETAILS

Name The Committee of Parkside Community Centre 303184

### ORGANISATION DETAILS

Name Parkside Community Centre  
Address 176 Goodmayes Lane  
Ilford  
Essex  
IG3 9PP

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Parkside Playgroup was registered in 1992. The playgroup offers sessional care for children aged two and a half to five years old. It is situated in two halls in a community centre in Goodmayes, and is close to local parks and amenities.

The playgroup is open Monday to Friday between 09:30 a.m. - 12:00 p.m. during term time only. There are currently 44 children on roll. 18 children at the playgroup have English as an additional language. There are currently no children with special needs attending. There are 21 funded 3 year olds at the centre. There are two 4 year olds attending, but their places are not funded, as they both attend afternoon school sessions.

Seven members of staff currently work with the children. The playgroup is in the process of recruiting a supervisor with a level 3 qualification for the younger group. Three existing staff members have a recognised level 2 or level 3 childcare qualification.

The playgroup participates in the QUILT quality assurance scheme, and receives support from the Redbridge EYDCP.

### How good is the Day Care?

Parkside Playgroup provides satisfactory care for children. The environment is warm and welcoming, the playgroup has clear routines that help children feel secure and individual dietary needs are well catered for. Staff are experienced in childcare and work well together as a team. However, a further trained member of staff needs to be appointed in order to ensure that minimum staff qualification requirements are met.

Staff emphasise safety at all times and children have a good awareness of potential dangers. Very good attention is also given to encouraging the children's understanding of good hygiene practices.

Records are generally well kept, but Ofsted have not always been kept informed of staff changes and the children's register does not currently record their hours of attendance.

The playgroup provides a very good range of toys, equipment and activities for children under five. They are appropriate to the children's stages of development and staff help children to develop and learn by listening, talking and asking relevant questions.

The playgroup has all the relevant written policies and procedures in place, but the child protection procedure does not currently include what to do if an allegation is made against a member of staff.

The playgroup has very good relationships with parents. Staff are friendly and professional and exchange information with parents about their child's participation on a daily basis.

#### **What has improved since the last inspection?**

Since the last inspection, the playgroup staff have developed their planning and several of their policies and procedures, which has resulted in staff being better informed and improved organisation within the setting.

#### **What is being done well?**

- The environment within the playgroup is warm and friendly. Staff are welcoming and the premises are clean and well maintained.
- There is a wide range of activities and experiences on offer for the children and staff interact warmly with the children, encouraging them to be confident and to express themselves fluently.
- Children's behaviour at the playgroup is managed consistently and well. Children are well behaved and show concern for one another.
- Staff make children's safety inside and outside the centre a high priority.
- There is a strong emphasis on equal opportunities and inclusion and all children are encouraged to develop their full potential.
- The playgroup has good relationships with parents. Children are looked after according to their parents' wishes and staff communicate verbally with parents about their children's progress on a daily basis.

#### **What needs to be improved?**

- keeping Ofsted informed of staff changes
- the level of qualified staff
- the procedure for taking the register

- the child protection procedure to include what to do if an allegation is made against a member of staff.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

none recorded

**Outcome of the inspection**

Satisfactory

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

Std	Action	Date
1	Ensure that Ofsted is kept informed of all staff changes.	11/02/2005

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Develop and implement an action plan detailing how at least half of all childcare staff will hold a level 2 qualification in childcare.
2	Ensure that the register records children's hours of attendance.
13	Ensure that the child protection procedure for the playgroup includes what to do if an allegation is made against a member of staff.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Parkside playgroup offers good quality provision for nursery education with children making generally good progress towards the early learning goals overall. They are making very good progress in the areas of physical development and creative development.

The quality of teaching is generally good. Staff have a satisfactory knowledge and understanding of the stepping stones and early learning goals in most areas. On the whole, staff plan a range of worthwhile activities, however, they are less confident in fully promoting the different aspects in the programmes of communication, language and literacy and knowledge and understanding of the world. As a result there are significant weaknesses in these areas.

Staff interact well with children, they are sensitive to their needs and help them feel secure. Children's behaviour is good and is positively reinforced. Staff provide an attractive environment, resources are of good quality and are well organised to enhance children's independence. Children show an interest in the activities provided and are engaged during the sessions. However, assessments are not used to help children move to the next stage in their learning and, as a result, some aspects are not fully extended.

Leadership and management is generally good. The manager leads by setting an example and supporting staff. Valuable support is also provided by the Early Years partnership.

The partnership with parents is generally good. Parents receive good information about the setting, but not of children's progress across all six learning areas. The playgroup is well regarded by parents and they describe staff as "very friendly and approachable."

### What is being done well?

- Staff have good relationships with children. They foster children's self esteem and confidence very effectively by listening to them and providing opportunities for them to talk about their own experiences.
- The children have good opportunities to develop their physical skills. They move confidently around the setting and show increasing control and co-ordination when using small and large equipment.
- Children's behaviour is good. They are able to share, to wait and take turns and understand the boundaries set and the expectations of staff.
- Children's creativity is encouraged through a wide range of activities. They make good use of the role play resources to engage in imaginative play.

**What needs to be improved?**

- the programme for communication, language and literacy for the purpose of providing more able children with opportunities to develop their pre-reading skills.
- the opportunities for children to explore living things, the environment and how things work with the use of information communication technology to support their learning.
- the records of children's progress to assess which stage in their learning children have reached, how to move them forward to the next stage and to provide parents with more information about their children's progress across all six learning areas.
- the ongoing programme for foundation stage training for all staff.

**What has improved since the last inspection?**

Improvements since the last inspection have been generally good. Staff have improved their knowledge and understanding of the foundation stage in most areas, although this training needs to be ongoing as staff leave and new staff are recruited.

Working together with the early years partnership has resulted in improved planning of themes and focused activities and evaluation and monitoring of these activities. Further development of planning, however, is still required to ensure that all six learning areas are effectively covered and to assess what stage each child has reached and how to progress them to the next stage.

Staff have extended their questioning to encourage children to observe, think and learn.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children play confidently and independently. They are learning to develop a sense of co-operation and respect for the feelings of others. Staff have very good relationships with children and provide positive role models. The children are well behaved and show concern for one another. The younger three year olds sometimes find it difficult to concentrate and sit quietly at appropriate times such as circle time and story time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Staff use the book corner effectively to encourage children's language and enjoyment of books. Opportunities are provided for children to use writing materials such as pens, pencils, envelopes and diaries. Less emphasis is placed on enabling more able children to recognise alphabet letter sounds and labelling on name cards uses capital and lower case letters inconsistently. Group story time is ineffective in providing balanced learning opportunities for children of differing abilities.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers in familiar contexts and can count reliably up to ten and beyond. They are developing an awareness of simple addition and subtraction in practical activities and are able to say how many more are needed or how many should be taken away to reach a stated amount. Children's mathematical language is encouraged and they are able to describe size, distance and shape. There are limited opportunities for children to learn about recreating simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children talk about themselves and their families and recall past events in their lives. They are confident to discuss aspects of the weather and know that they need to wear warm clothes when it is cold. There are limited opportunities for children to explore and investigate living things, the environment and information communication technology. Resources are available for extending the children's knowledge of different cultures and beliefs, but they are not utilised effectively.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of small tools with increasing confidence and control. They move confidently and demonstrate good awareness of space as they move around the different areas of the hall. They are provided with good opportunities to practice and develop running, jumping, climbing, hopping and riding skills. They are developing an awareness of the importance of staying healthy through discussing the value of fruit and vitamins in their diet.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour and texture through a wide range of creative activities such as paint, dough, sand, water and sticking. They enjoy singing and are familiar with a wide range of songs and rhymes. They respond to songs with actions, using their bodies imaginatively as they march like soldiers, crawl on all fours like cats and wriggle and hiss along the floor like snakes. Children play purposefully within their various role play scenarios.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Improve planning to identify which stages in their learning children have reached, and use this information to plan the next stage of learning.
- Introduce a system of regularly sharing children's progress reports with parents so that they are kept well informed of how their child is progressing across all six learning areas.
- Strengthen the programme for communication, language and literacy through placing more emphasis on encouraging more able children to learn about the sounds of letters of the alphabet in order to further develop their pre-reading and pre-writing skills.
- Provide more opportunities for children to extend their knowledge and understanding of the world by focusing on nature, the environment and living things and also information communication technology to support their learning in this area.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*