

Gants Hill Playgroup

Inspection report for early years provision

Unique reference number	EY410036
Inspection date	23/11/2010
Inspector	Amanda Allen
Setting address	Gants Hill Methodist Church, Gantshill Crescent, ILFORD, Essex, IG2 6TU
Telephone number	02085501518
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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*.

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.

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Description of the setting

Gants Hill Playgroup were registered in 2010 and operates from a community hall in Gants Hill Methodist Church within the London Borough of Redbridge. The setting is open each week day from 9.00am to 12.00pm all year round. Children do not have access to an outdoor play area.

The preschool is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 22 children may attend the setting at any one time. There are currently 15 children on roll, all of whom are in the early years age range.

The setting employs a manager and three members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The preschool offers a welcoming and inclusive setting for children. Children learn and develop in a safe and secure environment. Staff prioritise children's well-being and encourage their understanding of health and safety issues. Children enjoy a variety of play activities although there are not yet established systems in place to promote and extend children's individual learning effectively. Staff work closely and effectively with parents to ensure that all of the children's needs are known and met. Children's progress cannot yet be assessed as no observation and assessment processes are in place. This is the setting's first inspection and the manager and staff has not yet started to self evaluate, although the manager is constantly looking at new ways to improve the service they are providing.

What steps need to be taken to improve provision further?

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

- ensure staff maximise opportunities to provide daily physical activities to promote the development of large muscle groups such as balance and climbing skills.
- provide opportunities for children to develop and use their home language in their play and learning.
- develop systems for the observation and assessment of children, ensure that these are used to enable children to achieve as much as they can in relation to their next steps and link them to the six areas of learning
- improve systems to monitor and evaluate the risk assessments in place, to ensure that all fire exits remain clear and radiator temperatures are checked.

The effectiveness of leadership and management of the early years provision

The setting have clear safeguarding children procedures in place and provides information to parents which is in line with the Local Safeguarding Children Board guidelines. A daily risk assessment is carried out for the whole building and the hall. However, these are not robust and miss areas such as blocked fire exits and radiator piping. Emergency fire drills are practised with the children and staff record the drill and evaluate how it went. Staff have a sound understanding of child protection issues and how to safeguard children. As a result, children are protected from harm and neglect.

The preschool have sound partnerships with parents and share information daily which supports the consistency of care and interests of children. Staff understand children's home circumstances well and are flexible in providing children with appropriate support. Information is exchanged with parents verbally on a daily basis and through emails. Parents express their satisfaction with the care provided for their children. In addition, they liaise with other agencies such as the local authority and early years providers to ensure that children are offered extra support when necessary. Resources are deployed well. The provision is warm and welcoming to children and their families. There is an appropriate range of equipment and some are easily accessible to children. For example, home corner, puzzles, games, construction and mark making resources. Children know where their favourite toys are and feel confident to ask for what they want to play with.

Staff ensure relevant documentation is displayed for parents to see, for example, policies and procedures, the certificate of registration, public liability insurance and staff certificates including first aid. The preschool have systems in place to ensure all of the required records and documentation are available including CRB disclosure reference numbers and dates for all staff. Parental consent is in place for staff to administer medication, for the taking of photographs and obtain written permission from parents for seeking emergency medical advice or treatment. The setting has full policies and procedures in place which are available at all times for parents to view.

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

The pre-school is a very warm and welcoming place for children to learn through play. The environment is light and well ventilated. Children make satisfactory progress in all areas of learning and development in a child friendly setting. They are given opportunities to be independent as they self select from a range of activities set out around the room, for example, from wooden train sets, construction blocks, role play and arts and crafts. Children do not have access to outside play and opportunities to promote the development of large muscle groups such as balancing and climbing are very limited within the setting. Staff spend time to find out about the children and their likes and dislikes which aids the children's

settling in process.

The setting has some resources to reflect diversity and use these to help children learn to value diversity in others, unlearn discriminatory attitudes, and grow up making a positive contribution to society. Children learn about different cultures as they enjoy celebrating different festivals, dressing up and musical instruments. They have access to some positive images of different cultures, religions and abilities although there are currently no opportunities for children to develop and use their home language in their play and learning. Children play imaginatively and they are interested and motivated to learn, as they explore the resources and learn new skills. For example, children enjoy cutting pictures with scissors and creating shapes from the modeling dough. Staff use questions to extend children's learning and to encourage their problem solving skills, for example questions about colours, numbers, letters and words during everyday activities such as creating a collage and drawing pictures using stencils. Children enjoy using a range of craft materials which enhances their creative development. Staff organise the preschool toys and resources satisfactorily for the children, promoting positive opportunities for them to make their own choices and independently access toys which are appropriate to their stage of development.

Staff take time to find out about the children and their likes and dislikes which aids the children's settling in process. Staff do not currently carry out any observations and assessments of the children, although the manager does have systems in place but these have yet to be implemented. Staff know the children well and have records in place for each child's starting points on entry to the setting.

Children benefit from a healthy range of snacks, which are adapted to meet all individual dietary needs. A selection of cereals and fruit are given to the children by staff as they are not offered the opportunity to self serve. Children have a secure awareness of their own safety. Staff use daily discussion and gentle reminders to encourage children to keep each other safe and as a result children move around the setting with confidence and have a sound awareness of any strangers in the building. Children behave well and they have developed warm, effective relationships with staff and other children. This contributes to their feelings of safety as they learn in a caring, environment that values their individual needs.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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Annex B: the Childcare Register

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

Met