

# Warlingham Park Playgroup and Out of School Care

Inspection report for early years provision

---

<b>Unique reference number</b>	EY358254
<b>Inspection date</b>	08/12/2010
<b>Inspector</b>	ISP Inspection

<b>Setting address</b>	Warlingham Park School, Chelsham Common, WARLINGHAM, Surrey, CR6 9PB
<b>Telephone number</b>	01883 626844
<b>Email</b>	info@warlinghamparksschool.com
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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**

Warlingham Park Playgroup and Out of School Care was registered in 2009. The provision is part of Warlingham Park independent school in Warlingham, Surrey. The playgroup is open from 8.50am until 3.30pm each weekday during term-time, with children attending morning or afternoon sessions or all day. The out of school provision runs from 3.30pm until 5.30pm on weekdays during term time, but at the time of inspection had no children in the early years age group on roll.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for 20 children from 2 years to under 8 years old. There are currently 26 children on roll, who are all in the early years age range. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are four staff who work with the children at the setting. Three staff are currently working towards relevant qualifications. The setting receives support from the local authority through an early years advisor.

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

Overall the quality of the provision is good.

The setting effectively promotes all aspects of children's welfare and development and most requirements are met. Children are settled, safe and well cared for in the welcoming, inclusive environment. Successful partnerships with parents mean that staff know children well and ensures children make good progress in their learning, given their age, ability and starting points. The provision is regularly monitored as part of the whole-school self-evaluation process, and priorities for the future are identified. This ensures that the setting is responsive to the needs of the children who attend and their families.

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

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

- make sure that half of all staff hold full and relevant qualifications (Qualifications, training, knowledge and skills) 10/02/2011

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

- strengthen the link between the next steps identified for children and activity

planning, and review next steps regularly in order to monitor progress towards the early learning goals

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

Children's welfare is effectively safeguarded. All staff attend relevant safeguarding training and are familiar with the steps to take if they have concerns about a child. All required documentation that promotes the health, safety and wellbeing of children and contributes to the smooth running of the setting is in place. Robust recruitment procedures ensure that all staff are suitably vetted and have relevant experience. However, staff qualification requirements are not currently met within the setting, as although several staff are currently training, not enough had completed relevant qualifications at the time of inspection.

Good use is made of resources at the setting. Rooms are well laid out and organised to create a welcoming, stimulating learning environment where children grow in independence as they select their own play materials. The well-established and experienced staff team work effectively together, sharing tasks and responsibilities throughout the day. They work closely with parents to ensure that they have a thorough understanding of each child's background and needs, so that equality and diversity is successfully promoted. Parents are kept well informed about their child's progress through daily discussions and regular meetings. They particularly value the warm, personal approach of staff at the setting. The setting is aware of the need to develop effective partnerships with other providers where children attend more than one setting. Staff encourage regular feedback from parents and this is taken into account in monitoring and evaluating the provision and identifying developments for the future. Actions taken are well-targeted to improve outcomes for children, for instance extending children's access to the school vegetable garden has further developed their understanding of the natural world.

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

Children show a strong sense of belonging at the setting. They settle well and grow in confidence as they find their own peg to hang up their coat when they arrive, and when they help themselves to the wide variety of easily accessible resources. Children make good relationships with staff and each other and behaviour at the setting is good. They adopt simple good hygiene routines when they wash their hands before they eat and after a messy activity, they make healthy choices at snack time, enjoying their fruit and a drink. Children play outside every day as part of a healthy lifestyle, having fun running on the field in the fresh air, or learning new physical skills on the large apparatus in the playground.

Children benefit from a well-balanced routine with opportunities for uninterrupted

independent play. They take part in a wide variety of activities and experiences that support their development across all areas of learning. Staff know children very well, and observe and assess their achievements on a regular basis. However, the link between observations and planning for individual children's next steps is not always clear. Children are keen to communicate and confidently join in conversations and express their ideas. They make marks as they play and enjoy listening to stories with their friends. They solve simple problems during everyday activities, holding up five fingers to represent the fat sausages sizzling in the pan during a number song, or counting the number of points on their Christmas star. They find out about the world around them when they explore the big field, collect leaves in the autumn or plants and care for strawberries and potatoes before eating them for their lunch. They use their imaginations when they dress up in the role play area and make tea for their baby, enthusiastically make collages or dip their star in the glitter. They are well occupied and stimulated throughout the day and enjoy their time at the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----