

Oakfield Playgroup

Inspection report for early years provision

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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*.

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Description of the setting

Oakfield Pre-school Playgroup registered in 1992 and is a voluntary provision, run by a parent committee. The playgroup operates from within Vine Church, Ilford, which is situated within the London borough of Redbridge. Children have the use of a large hall, enclosed outdoor play area and associated facilities. The playgroup is open each weekday from 9.00am to 12.00 noon and 12.30pm to 3.30pm, term time only.

The playgroup is registered on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 43 children aged from two to under five years on roll. Of these, 16 children receive funding for early years education. Children attend a variety of sessions. The pre-school currently supports children who speak English as an additional language and children with special educational needs.

They employ six members of staff, this includes the manager. Of these, five staff have an early years qualification and one staff is working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup effectively promotes children's learning and welfare needs. Children enjoy a wide range of activities because planning supports their learning and development and takes into account the uniqueness of each child. Partnership with parents is a particular strength of the playgroup. Policies and procedures are in place to ensure the well being of children. Management and staff evaluate and review their practice, recognising their strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- record each child's hours of attendance, this includes time of arrival and departure (Documentation) 03/11/2010

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

- review weekly plans to ensure children have regular opportunities to resources that reflect all areas of learning, especially problem solving and information, communication and technology (ICT).

The effectiveness of leadership and management of the early years provision

The leadership and management of the playgroup have good systems in place to monitor the provision of care and education that it provides. Therefore children are settled, safe and happy within the warm welcoming environment. There are clear systems in place to ensure all staff are suitably vetted. Risk assessments are in place which are carried out daily ensuring the ongoing safety of the children. The playgroup is beginning to liaise with other agencies and other settings to benefit children's individual needs and ease transition to primary school. The staff team work well together to ensure that children receive a well planned provision. Children benefit because staff at the pre-school attend regular training courses to develop their knowledge and experience. Staff are deployed well and have designated roles; this ensures that children receive appropriate support in their care and learning.

All children demonstrate a sense of belonging and are motivated to learn. The nursery manager is keen to maintain high standards and she is assisted well by the deputy manager. A process for self-evaluation is in place. Staff contribute in completing the Ofsted self-evaluation form, they seek parental views regularly and work with the support of the local authority advisory teacher to raise standards.

Policies and procedures are in place, which include a complaints procedure and safeguarding procedure. Although, children's arrival and departure is fully supervised and recorded, times of arrival and departure are not documented as required. Staff are secure in their knowledge of safeguarding children and fully implement the procedures to support children's well-being. Staff understand their responsibilities to safeguard children and who they should contact if they have concerns about a child in their care.

Parents are actively involved in the playgroup. Management recognise that partnership with parents is vital and systems are in place to support this. They have regular newsletters, parental questionnaires, a regular parent rota is in place and the setting is organised by a parent run voluntary committee. Parents can view the daily plans and key workers are available to share information with parents on a daily basis. This is in addition to having occasional formal meetings with parents. Parents can contribute to the planning of the next steps of learning for their child via the sharing of children's individual profiles and the children's individual profile 'scrap books'.

Management has made significant improvements since the last inspection to address the weaknesses identified. This has had a positive impact on children's learning and welfare. Staff have attended appropriate training in the Early Years Foundation Stage and documentation to support health and safety on the whole is in place. Children now also have access to an outdoor play area and a range of sensory play equipment. This supports children's physical well-being and exploration skills. The setting is currently taking part in a quality assurance scheme.

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

Children have good learning opportunities as the environment is well organised and accessible. There are effective systems in place to identify children's starting points and parents are included in sharing information about children's likes, dislikes and play interests. Children's progress is observed and assessed so that the key person can plan focus activities to extend each child, in order for them to become active learners. Staff have adopted a new assessment system and this is being used by each key person to identify the next steps in every child's learning journey. Parents are encouraged to contribute to the contents of their child's scrapbooks and children view these freely during the sessions. Both short and long term planning is in place and this takes into account children's individual needs. The weekly planning of activities reflects the six areas of learning and children have access to a wide range of quality resources, which support most areas of learning. However, they do not have regular access to equipment supporting problem solving or information technology.

Children's behaviour is good, and they are reminded of the 'golden rules' throughout the sessions. Since the setting has acquired an outdoor play area, staff have identified the positive impact it has had on children's behaviour. Children show independence when they wash their hands after messy play and before eating. They learn the rules of playing safely on large equipment, both indoors and outdoors and how to take turns. Displays of children work ensure that children feel valued and respected. Children use a wide range of materials and tools as they engage in a range of creative activities. They role play and enjoy coming to terms with their feelings and the world around them in the home corner, which sometimes becomes a dental surgery, hospital or a hair salon. Staff listen to the children and question them effectively to extend their understanding and vocabulary, for example, 'What colour are you using?'. Children begin to recognise their names as they place them in the post box on entry. They enjoy listening to stories and look at books independently in the book corner. The accessible and well sourced mark making area provides children with opportunities to promote their early writing skills. A range of print in English and community languages is on display.

The playgroup places appropriate emphasis on ensuring that practice is inclusive for all children and families. Designated staff work closely with parents and other agencies to support children with a special need and/or a disability. Staff positively support children and parents who have English as an additional language, as they can converse in a wide range of community languages. This supports children with settling in and enables them to communicate with ease. Children follow stories from many cultures using props to assist them, and learn about festivals from other cultures. Children's language development is fully supported, for example children visit the local library to attend story telling sessions and can take books home to share with parents on a weekly basis. Gardening activities support children's learning about changes in the environment. They learn about the different roles of others from adults visiting the playgroup, such as the community police officer.

Visits from the road crossing officer or dental professional allow children to learn about safety and personal hygiene. Children are included in cooking activities making play dough or snacks for themselves. Children have daily opportunities to develop their physical skills through the use of a range of equipment, allowing them to learn to balance, jump and ride bikes. They show physical dexterity when they steer bikes and put ramps together to play with cars. Children enjoy healthy snacks such as fresh fruit and access drinking water at all times.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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

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