

Harold Wood Methodist Church Pre School Playgroup

Inspection report for early years provision

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Inspector	Marilyn Peacock
Setting address	The Drive, Harold Wood, Romford, Essex, RM3 0DU
Telephone number	01708 342420
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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

Harold Wood Methodist Church Pre-school Playgroup opened in 1978. The management committee is the provider of day care with a suitably qualified manager in day to day charge. The playgroup operates from two rooms in the church hall premises. The two playrooms are interlinked and the group also have use of the top hall and a fully enclosed outside area. The premises are situated in a residential area in Harold Wood in the London borough of Havering.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 32 children under five years at any one time. The playgroup is open each weekday, term time only, from 09:00 to 12:00 and offers a lunch club on Mondays and Fridays from 12 noon until 14:00.

There are currently 54 children aged from two years six months to under five years on roll. The playgroup mainly provides for children in the local area. The playgroup employs 10 members of staff. Of these, nine hold appropriate early years qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff are well qualified and have extensive knowledge of how children learn and develop. Consequently all children are making exceptional progress on their learning journeys. The inclusive nature of the provision ensures that all children receive a warm welcome and settle easily with the support of the enthusiastic and caring staff team. Their knowledge of individuals in their care means that each child enjoys a valuable range of experiences that help them achieve their full potential. The manager and the committee are very proactive in ensuring continuous improvement of the setting and they are continually evaluating service provided to ensure the continuous improvement of the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- take steps to include parents in the self evaluation process.

The effectiveness of leadership and management of the early years provision

All staff have an excellent understanding of how to safeguard children's welfare. They all have a very clear understanding of their role and responsibilities should they have concerns. An informative safeguarding children's policy is shared with parents this clearly outlines the role of the provision to report any concerns. Staff are effectively deployed, therefore are able to respond the children's needs promptly and sensitively at all times. Children's safety is paramount rigorous risk assessments of all aspect of the provision have been undertaken. Effective measures have been implemented to minimise any identified risks to users. All outing and trips are planned and fully risk assessed before they are embarked on to ensure children's safety when away from the setting. Space and resources are effectively organised consequently children can move around freely and in safety. All written policies and procedures are in place to ensure the safe and efficient management of the provision.

The motivated, committed, staff team work extremely well together. They are confident and competent. Their excellent knowledge of the Early Years Foundation Stage and how children learn through play means that children are making excellent progress towards the early learning goals whatever their starting point. Planning is built on children's achievements, their next steps are clearly identified and know to all staff. Therefore all staff are able to track the progress the children are making and to work on the areas which the children may need a little extra help with. Photographs of children at play and the staff's excellent knowledge of children's interests help to consolidate the evidence of children's learning journey so far and help to identify the way the individual children learn. This information is then used to plan exciting, interesting activities which capture children's imagination and motivate them to learn.

Management and staff work extremely hard to maintain good communication with parents. Staff work with parents to obtain detailed information about each child's welfare, learning and development needs. This information together with the sensitive observations gives staff a full insight into the activities that the children will enjoy and benefit from. Parents receive information on all aspects of the provision. Regular open day's keeps parents well informed of the progress their child is making on their learning journey. Parents are encouraged to contribute to children records by sharing their observations of their child's learning at home. They also support their children's learning at home through the reading at home scheme.

Inclusive practice is a very strong feature of the provision. All staff make great efforts to ensure they meet the individual, specific needs of each child. The knowledgeable Special Educational Needs Coordinator, the manager and the one to one worker work have built extremely effective relationships with other professionals involved in support of children that may have additional needs. Together they support children's learning effectively. Therefore all children are making extremely good progress given their different starting points and their continuity of care and learning is assured.

Management and staff demonstrate a strong commitment to continually improve the service they provide. Reflective practices, detailed monitoring and evaluation of practices identify strengths and any areas that may be improved. The management team look for ways staff can develop their knowledge and skills through sharing ideas and attending training. The enthusiastic manager works on any ideas and suggestions given from the staff to ensure the provision maintains continuous improvement of the services it provides.

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

Children achieve well because of effective teaching. There is an excellent balance of adult-led and child-initiated activities that support children's learning across all areas ensuring children are always engaged in worthwhile tasks. Children confidently make choices about the activities they wish to pursue and staff are always on hand to support them. Children are becoming active learners because staff work hard to make the learning environment accessible and appealing to all children. They use effective questioning to encourage children to think. They remind them of previous learning experiences and build on what children can do. Children play an active part in planning, their current interests are recorded and incorporated in to the planning for the next week. Children demonstrate very high levels of self-confidence and readily approach adults if needing help. Choice boards and photographs remind children of all aspects of the provision and ensure all resources and equipment are used regularly. Excellent displays show children's work is valued. Themes such as fantasy figures are used extremely well to motivate children's learning across all six areas of learning.

Most of the time children have easy access to the garden to extend their play. Regular trips to local places of interests helps develop children's understanding of the wider world and how people live. Children's behaviour is exemplary and they develop close relationships with each other, having fun as they talk and laugh together. They share and take turns easily. An egg timer is used to help children begin to understand the concept of passing time. They excitedly watch the sand drop through the timer as they wait for their turn in the dark den. They check that the torches are working so that they can see in the dark and ask for new batteries when they start to run out. Children are able to work the tape recorders easily. They follow the audio story with their fingers in the book of the same story. Children are developing an awareness of writing for a purpose as they make marks in sand trays, copy and attempt to write their names on their work. Most children recognise their own name and that of their friends when they self register in the morning. Excellent labelling of resources promotes children understanding that print carries meaning. Children are continually engaged in conversation and problem solving as they participate in play activities and daily routines. They act out stories using puppets engaging in detailed explanations of roles and responsibilities. Number rhythms and songs helps the children understand simple addition and subtraction. They learn about capacity weight and measure when filling containers at the water tray or helping to make the play dough.

All children are very independent they take themselves off to the snack table when they are hungry and confidently pour their own drinks. They enjoy healthy snacks of crumpets, beans on toast and plenty of fruit. They learn to keep themselves healthy through discussions, lots of physical activities both indoors and outside. They talk about and learn how to keep themselves safe in different situations. They regularly practice emergency evacuation therefore will not become overexcited if they need to leave the building quickly.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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