

South Bedfont Playgroup

Inspection report for early years provision

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Inspector

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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

South Bedfont Playgroup registered in 2010. It is run by a private provider and operates from a room within Southville Children's centre in Feltham, in the London borough of Hounslow. A secure garden is available for outdoor play. A maximum of 25 children may attend the playgroup at any one time. It is open each weekday from 9.15am to 12.15pm during term time. The playgroup is registered on the Early Years Register.

There are currently 35 children aged from two to under five years on roll, some in part-time places. The playgroup is in receipt of funding for the provision of free early education to children aged two, three and four. It currently supports children with special educational needs and also supports children who speak English as an additional language. The nursery employs seven staff, of whom all seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The group provides an inclusive service in which all children are supported to make good progress in their learning and development. Resources are mostly used effectively to ensure each area of learning is fostered. Good relationships are established with parents to promote the welfare of the children by ensuring care is consistent and appropriate. Links with other parties involved with the care and education of the children is also generally good. The manager recognises the value to the children and parents of continuously reflecting upon the practice of the group, in order to secure further improvement.

What steps need to be taken to improve provision further?

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

- improve the availability of the information and communication technology equipment in order to ensure that all children are able to access it routinely
- establish effective links with children's nurseries and childminders to share relevant information for continuity and coherence in their learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted because the manager and her staff have a good understanding of safeguarding issues. They know the indicators of child abuse and the procedure to follow to report concerns. Robust staff recruitment procedures include all the necessary checks to assess the suitability of the adults to work with

the children. Risk assessments of the premises identify all potential hazards, and how they are managed effectively. The maintenance of all the necessary documents and records required for the efficient management of the group, and to support the needs of the children, also contribute towards the ensuring children are safeguarded. Children learn how to keep themselves safe as they are reminded how to use scissors and knives without endangering themselves or others and by participating in regular emergency evacuation drills.

The manager is fully committed to maintaining continuous improvement in the practice of the group. Reflective accounts and action plans are devised as part of the process of self-evaluation. Through formal team meetings and daily interaction with her motivated staff team she is able to effectively communicate her ideas for on-going development. She also welcomes suggestions from staff to enhance practice. Since registration, she and her staff team have introduced several new initiatives that have had a positive impact upon the children. The major change is the implementation of the 'free flow' system. This enables children to independently choose to play indoors or out at any time throughout the session. A further development is the introduction of a snack bar system at snack time. This also promotes children's independence as they are able to decide for themselves when they would like to take refreshment, as opposed to being compelled to leave an activity half completed to take part in a group snack time. Plans for future development include using contact books with each parent in order to share more information with them about their child's learning and development.

Staff work effectively with parents and carers to support the children. 'All about me' forms are completed by parents before the child joins the group. The forms ask parents to share all relevant information, such as likes and dislikes, allergies, health requirements and particular dietary needs. Consequently, the child's key person gains a good insight into the individual needs of each child in order to provide consistency of care and to promote their learning and development. The manager welcomes the views of the parents, and issues questionnaires to ensure they all have the opportunity to voice their opinion. Information received is used to inform changes within the group. Children loan story sacks each month. The accompanying information sheet tells parents about the current topic and gives them ideas about how to support their child's learning at home. For example, a recent topic was numbers and patterns. The information sheet suggested parents encourage the children to play counting and matching games at home, such as matching socks together. The group also works closely with other agencies supporting children with additional needs. However, links with other settings the children attend that also deliver the Early Years Foundation Stage, such as nurseries and childminders, have not been established. Sharing relevant information with other provisions promotes continuity and coherence in children's learning. Children learn about diversity within society through marking world faith festivals, such as Chinese New Year. They also have access to resources and books that reflect upon similarities and differences between people in order to enable them to value and respect their own, and other's cultural backgrounds.

The group room is conducive to learning, safe and well looked after. The wide range of resources ensures children have fun as they play and learn. For example, the indoor sand tray is well stocked with clean sand for the children to mould

shapes, dig and learn about the properties of wet and dry sand. Children learn to take care of the play materials to keep them in good condition. This contributes towards the sustainability of the group. Staff are vigilant about deploying themselves effectively indoors and out in order to make sure children are sufficiently monitored and supported. They routinely check that there is the correct number of staff to children at all times as the children pass freely in and out of the garden.

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

Children are active learners as they demonstrate curiosity and eagerness to join in with the fun and stimulating play activities. All staff have a good understanding of the Early Years Foundation Stage learning requirements and how to implement them effectively. They understand that one well planned and resourced activity will successfully incorporate each of the six areas of learning. This ensures that all children make good progress in their learning and development. Observations are carried out as the children play in order to assess their stage of development in each learning area. The next step in the child's unique learning journey is then planned and incorporated into the planning. The children's creative work, photographs and their observations are collected together into a book. The books clearly demonstrate the progress each child makes towards the early learning goals. Skills for the future are mostly well promoted. Plenty of counting games and songs take place to help children learn to count and problem solve. Children develop pre-writings skills as they paint and draw. Although the group has two laptop computers for the children to use, they are not accessible to them everyday. The limited time children have to use them means that they lack the opportunity to fully develop the vital skills they will need in the future to operate information and communication technology. This applies particularly to children attending on a part time basis. Children have access to range of clean and well maintained dressing-up clothes. They enjoy making up imaginative games as they pretend the princesses, pigs and rabbits. They also enjoy settling down for a story with staff, and show excitement as they anticipate what happens next.

Encouraging the children to adopt and enjoy healthy lifestyles is important to the group. At snack time a variety fresh fruit and raw vegetables, such as grapes and cucumber, are available for them to select independently. They also pour their own milk or water and are supported by staff to cut fruit themselves, such as bananas. Children know that they are expected to wash their hands before eating, and some are able to explain why this is necessary. The 'free flow' play system enables children to spend plenty of time in the open air. They have great fun playing in the well designed and maintained back garden. Staff make physical exercise highly enjoyable for them as they enthusiastically play hide and seek, and encourage them to try new feats, for example by demonstrating how to roll down the hill safely. On blustery days, the 'Windy day box' is brought out. Its content includes kites, ribbons, wind-chimes and bubbles. This enables children to gain knowledge and understanding of the effect of the wind through practical experiences.

Children are relaxed and content at the group. They understand what is expected of them as they grow familiar with the rules. They learn to share and take turns as they play, and help to tidy up. This promotes good self esteem and confidence. Children also demonstrate that they feel safe as they approach staff willingly to ask for help to put on a dressing up costume, or to go to the toilet. Consequently, children also develop a strong sense of security and belonging.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	3
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
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Outcomes for children in the Early Years Foundation Stage

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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