

# Island House Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | 119577                             |
| <b>Inspection date</b>         | 04/03/2011                         |
| <b>Inspector</b>               | Judith Harris                      |
| <b>Setting address</b>         | Roserton Street, London, E14 3PG   |
| <b>Telephone number</b>        | 07792 403025                       |
| <b>Email</b>                   |                                    |
| <b>Type of setting</b>         | 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**

Island House Pre-school Playgroup has been in operation for approximately 30 years. It operates from a community centre situated on the Isle of Dogs in the London Borough of Tower Hamlets. The pre-school is run by a volunteer parents committee. Children play in one large room and have access to a fully enclosed garden area. The setting is open Monday to Thursday from 9:00am until 12:00pm and from 12:30pm until 3:00pm, on Friday 10:00am-1:00pm.

A maximum of 20 children may attend the setting at any one time. There are currently 28 children who are within the early years age range on roll. This includes 19 children who receive the nursery education grant. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

.The setting employs 3 members of staff who all have level 3 qualifications, one is studying to gain Early Years Professional Status.

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

Overall the quality of the provision is good.

Children's learning and welfare needs are very successfully supported and promoted through the staffs well developed knowledge of their individual learning needs and interests. Clear systems ensure children's safety and security is maintained at all times in the pre-school and in the outdoor play area. The pre-school has secure systems for building positive partnerships with parents to ensure there is a good on-going exchange of information. This committed and motivated team make good use of self-evaluation and reflective practice to support the continuous improvement of the provision. The pre-school are working to develop their partnerships with local schools.

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

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

- develop relationships to support children's transitions into school

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

The pre-school have developed a secure system to appropriately check all members of staff and members of the committee. The pre-school's range of policies clearly demonstrate the procedures for supporting children's safety and security. All visitors to the pre-school are properly identified and supervised within the setting. A range of risk assessments are carried out on all indoor and outdoor

areas and for any outings with the children. The pre-school have appropriate safeguarding procedures and staff have attended up to date training. There are careful procedures to effectively monitor the safe arrival and collection of all children. A member of staff greets parents at the door and ensures that children are collected by an appropriate person.

The pre-school's well organised systems ensure that all records, documentation, policies and procedures are well maintained. Children's records contain a range of factual information for each child and on-going details of children's learning and development. The whole staff team demonstrate a commitment to ensuring the inclusion of all children and in supporting children equally. This is effectively supported by the range of information gathered which allows staff to have a clear understanding of children's diverse needs. Children have easy and safe access to a wide range of resources. The flexible daily routines ensure that staff are well deployed and good use is made of time and individual staff skills. The pre-school make exceptionally good use of the local area for outings which extend the children's experiences and support them to learn about their own community.

The pre-school make effective use of self-evaluation and reflective practice to accurately identify their strengths and weaknesses. The preschool have effectively met the recommendations set as the last inspection to ensure that children's individual learning and welfare needs are carefully supported. The staff team have developed a good understanding of the Early Years Foundation Stage and have continued to develop systems and records in line with the framework. The exceptionally positive relationships that the pre-school staff build with parents ensure that good information is exchanged about children's on-going needs. The pre-school provides daily information for parents about activities and events, and children's learning journey records are available for parents to read at any time. Parents are actively encouraged to provide information about children's learning outside of the pre-school and these systems are well used. Parents are also invited to more formal sessions to share information about their child's achievements.

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

Children are cared for by a professionally qualified team of staff who successfully provide children with an interesting and flexible environment within which they are free to explore and discover. Children are clearly happy and exceptionally well settled in the comfortable and nurturing atmosphere of the pre-school. The supportive relationships children have with the staff ensure that they feel secure to become confident and purposeful learners. The staff team have a secure understanding of child development and continue to develop their knowledge of the Early Years Foundation Stage. Using a key-worker system staff collect information about each child from secure starting points through a range of observations and assessments and on-going exchanges with parents.

Children play in one large room which is set out to provide areas for different types of play. Before the children arrive the staff team take time and care to ensure they

provide children with an interesting and enabling environment. Children come in to the room happy and separate from parents with confidence. They are given time to settle and to freely choose an activity. Staff are skilful in their support of the children carefully monitoring children's play and stepping in when invited to or to extend and challenge their learning and development. This is very much an child led environment where staff have the confidence and skill to use their planning in a flexible and fluid way that best supports the children to follow their own interests and encourages them to explore, experiment and discover. Staff make effective use of the television allowing children to watch appropriate programmes and DVDs that support their learning. Children clearly enjoy the music DVD, they join in with singing and following the actions. Children can freely choose activities throughout the session and change what is set out. They decide to play with the bath foam, they help themselves to the foam containers and clear a table for the activity. A member of staff supports the children and encourages them to squirt the foam themselves. They are clearly excited and delighted with this play as they squeeze, and clap their hands which makes the foam fly about, the children say 'its like snow'. At a hide and seek game the children are creative about finding places to hide and all count with confidence when it is their turn. The staff's knowledge of each child and sensitivity to their needs is clear from the skill with which they meet children's needs.

The staff's interaction with the children is enthusiastic and animated. They make very good use of all planned and naturally occurring situations to challenge and extend the children's learning. The adults sit with children supporting play, however those who are playing independently are left to explore, experiment and discover. The children's play is purposeful and effectively supported by the staff who are confident to stand back and allow children to lead and develop the play through their own interests. Around the room are displays of children's work, examples of their creative art and craft activities and of their handwriting. There are scrap books of the interesting and exciting outings children take part in. They have visited the local airport and then made their own passports; they have visited the local farm and the fire station. It is clear that the children are successfully supported to develop good skills for the future.

The pre-school has continued to develop their planning in line with the Early Years Foundation Stage. There is a weekly plan and a continuous provision sheet. Staff use this to record what the children have chosen to do that day that and if they have changed an activity to meet children's interests. For example they have set out the pirate ships for small world play rather than the doll house which was planned as the children had asked for the pirate ships. This is clearly showing how the staff are putting into practice the principles of the Early Years Foundation Stage to ensure that play is mostly child led in an enabling environment. The key-worker system allows staff to effectively use observations and assessments to develop individual learning journeys for each child. Children's learning journey records show photographs of the child at play both in the setting and at home. There are regular observations with explanations of the learning that is taking place and links to the Early Years Foundation Stage and the early learning goals. The information collected is used to effectively inform the planning for children's next steps with links to their individual interests.

Children are carefully supported to learn good basic hygiene skills through the use of good hygiene routines. Children go to wash their hands before eating and use the toilet independently where possible. Children are offered a good range of healthy and balanced snacks. Children are well behaved and the abundance of free-play time and good levels of independence clearly support positive behaviour. Staff's in-depth knowledge of the children ensures they are able to monitor children's behaviour and recognise their changing moods. They use distraction to effectively ensure children are supported to develop skills for self-control.

## 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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| <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

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|--|---|
| <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  | 3 |
| 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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|--|---|
| <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 |

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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

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