

Wapping Playgroup

Inspection report for early years provision

Unique reference number

119632

Inspection date

09/03/2011

Inspector

Liz Corr

Setting address

Wapping Youth Club, Tench Street, LONDON, E1W 2QD

Telephone number

020 7481 2023

Email

Type of setting

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Wapping Playgroup opened in 1980. The setting operates from premises within a youth centre in Wapping in the London Borough of Tower Hamlets. It is managed by a voluntary management committee. Children access a main play room and toilets. The setting is open from Monday to Thursday from 8.45 am to 11.45am and 12.30pm to 3.30pm during term time.

The setting is registered on the Early Years Register. A maximum of 12 children in the early years age range may attend at any one time. There are currently 23 children in the early years age group on roll. Of these 14 children are provided with funding for early education. The setting also supports children learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs two permanent members of staff and two cover staff, all of whom hold appropriate childcare qualifications. The setting has completed the Kitemark Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well led and managed and children are cared for by a consistent staff team. Excellent relationships have been developed with parents and other agencies involved with individual children. The setting is highly committed to promoting inclusion and staff provide a sensitive approach which ensures that children are settled, secure, and included. The staff team have a secure working knowledge of the Early Years Foundation Stage and demonstrate a commitment to making continuous improvements to improve the outcomes for children. The setting uses the process of self evaluation effectively to monitor the quality of the early years provision.

What steps need to be taken to improve provision further?

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

- further enhance the good systems for developing communication by introducing Makaton and phonics in everyday practice and further promote children's understanding of other languages

The effectiveness of leadership and management of the early years provision

Well organised safeguarding procedures are in place to ensure that children are protected. Staff have a secure understanding of how to recognise and report child protection concerns to the appropriate agencies. The setting is efficiently managed

and children benefit from a consistent staff team. Appropriate procedures ensure that cover staff are suitable to work with children. In addition, children's safety is prioritised as staff monitor hazards using very effective risk assessments for both the premises and any outings. Staff are committed to regularly updating their childcare knowledge and have secure support systems in place from the local authority. All necessary policies and procedures are in place and effectively implemented.

The setting is committed to making continuous improvements. Effective systems including, action plans and self-evaluation help to improve outcomes for children. Staff have developed excellent relationships with parents. Very effective communication systems at the start of the placement ensure that parents are well informed about the setting and its responsibilities including, their child protection procedure. Parents are encouraged to share information about their child and to continue their learning at home. There are highly effective partnerships with other agencies which ensures that children and their families are provided with strong support at any early stage where needed.

The setting supports inclusion to a high level. A secure key person system promotes children's sense of belonging at the setting. For example, staff ensure that new children bring photos of themselves and their family to the setting. This comforts the children if they are upset. Staff talk to the children about their photos and are interested in their family and their home life. The staff are sensitive to their feelings and make sure children are well supported during their settling-in period. Consequently, children are secure as their individual needs and backgrounds are valued here. The setting is committed to improving their provision to promote inclusion and make meaningful plans about how their priorities can be achieved.

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

Staff at the setting have a secure knowledge of the Early Years Foundation Stage. Consequently children are provided with a wide range of learning opportunities that are planned around their interests and abilities. Staff regularly observe and monitor their progress towards the early learning goals. Useful information is shared by parents at the beginning of the placement which helps staff to assess their starting points. Records of their developmental progress are regularly shared with parents. Parents are both encouraged to continue their learning at home and provide staff with information about children's individual interests. Currently there are no systems in place to share information about children's progress with other early years settings that children attend.

Children benefit from a calm and inviting learning environment which is very well organized. Attractive displays of their art work and photographs are displayed at their level. They enjoy helping themselves to the wide range of resources and being supported through adult led activities. Staff provide them with secure support to continue their interests at the setting. For instance, when older children

show an interest in writing their names staff take time to help them make progress. This becomes a fun learning experience for other children who follow their example. They are provided with very good support to extend their language skills as they enjoy a wide range of stories and songs. Furthermore, staff speak clearly to them and are knowledgeable about how to support children who may have speech delay. Consequently children become confident communicators. The staff at the setting have begun to introduce more extended support for language skills with some children. For example, they use phonics, Makaton and key words in other languages. However, this is an area they wish to develop further.

Children develop independence at the setting as they are able to carry out a range of tasks for themselves. They confidently wash their hands after messy activities helping themselves to soap and paper towels. As they are provided with an extremely secure settling-in period they are confident and secure. For example, they approach staff easily when they need help and laugh at themselves when they realise they have said something funny. Staff really enjoy the children and encourage them to feel relaxed and happy, which promotes their confidence and learning.

Children enjoy good opportunities for creative play as they access a good range of equipment including, dressing up clothes and home corner equipment. They become immersed in their play and enjoy pretending to take their babies for a walk. Their enjoyment is increased as staff take time to pretend they are ordering a meal from the children.

Staff provide a sensitive approach to supporting periods of transition. For example, when children are having a new baby in the family. As a result, children are provided with books and resources so they can explore their feelings and prepare for the change. Other children also share in the experience as parents are encouraged to bring their new babies to the setting.

Children are learning the importance of safe behaviour. They practice the evacuation procedure on a monthly basis and also practice safe walking outdoors as they all hold onto a toy crocodile. Well organised routines and positive interaction help children feel safe and secure. For example, they sing a song that prepares them for home time at the end of each session. Children's health is very well promoted as they enjoy eating healthy snacks and help themselves to drinking water when they are thirsty. Regular physical play sessions are organised outdoors which provide children with fresh air and physical exercise. Children are encouraged to exercise indoors during action rhymes, games and making dens.

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	1
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	1

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

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	1
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

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