

# Happitime Playgroup LTD

Inspection report for early years provision

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**Unique reference number**

EY412012

**Inspection date**

05/04/2011

**Inspector**

Lynn Palumbo

**Setting address**

Unit 3, 142 Lea Bridge Road, LONDON, E5 9RB

**Telephone number**

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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

Happitime Playgroup LTD was registered in 2010. The playgroup operates from a purpose built accessible unit and is situated in Clapton in the London borough of Hackney. All children share access to a playroom and secure enclosed outdoor play areas. The provision is open each weekday from 9am to 12 noon term time only. The playgroup is registered on the Early Years Register to care for a maximum of 24 children at any one time. There are currently 17 children on roll within the early years age range and they attend different times of the week. The playgroup is in receipt of funding for the provision of free early education to children aged two, three and four. The setting is also registered on the compulsory part of the Childcare Register. The setting currently supports children with special educational needs and/or disabilities and English as an additional language. There are five members of staff, three all of whom hold appropriate early years professional qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote most aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment and many aspects of diversity are reflected well. Children are making good progress in their learning and development. The management and staff team meet children's individual needs by the high quality provision they offer and by proactively working with their parents and partnerships. Systems to monitor some documentation are not fully effective. They have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

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

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

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation). 20/04/2011

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

- further enhance children's self independent skills to ensure they are in the routine of preparing their own snacks
- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning.

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

The management, safeguarding officers and staff team are well informed about child protection procedures and know where to make referrals. Designated staff are responsible for first aid and fire safety. The management team and staff have a good knowledge of hazards that could harm children within the provision; a detailed record of risk assessment for every activity and area that children use and outings is in place. This ensures any potential hazards are promptly recorded and minimised. Although an attendance record is in place for all children, the hours of children's departure times is not consistently kept up-to-date. This has an impact on safeguarding and is a breach of the regulation that incorporates the requirement to ensure that children's hours of attendance are recorded. A range of policies, including equality of opportunities, and complaints is in place and shared with parents and staff to ensure they are aware of the setting's professional responsibility.

Staff are deployed effectively to ensure that children are well supervised at all times. Children are offered a wide selection of good quality resources within attractive, child-friendly environments. The staff are taking effective steps to ensure resources and the environment are fully sustainable. Although the outside play area is currently being renovated children visit a range of recreational and educational places within the community. This ensures a continuum in their learning and also feeds into the continuous improvement for the provision.

Equality and diversity is effectively promoted within the provision. The children and staff represent a wide range of cultures and everyone is treated with respect. Children who have little English when they join the playgroup are supported well. Staff obtain important vocabulary from parents regarding their child's home language to use when necessary. The children are settled and communicating in English. Staff demonstrate they have valuable knowledge about children's welfare and family background. For example, they are fully aware of children's health, dietary and care requirements, such as their allergies and dietary requirements. Children are provided with an effective range of resources that fosters an awareness of diversity in society, for example, they learn about different cultures. Staff are skilled and able to identify children with special educational needs and their liaison with parents supports the family and child. Specialist staff working with the extended services are available and visit the provision and give advice and guidance about the best ways to offer support.

The management team has worked hard to implement various systems to self-evaluate and staff's and parents' views are considered and they have identified areas for development. For example, staff are making progress to monitor all learning assessment records. In addition, parents regularly attend the playgroup and teach children about their culture through cooking activities.

Relationships with parents are good; parents are encouraged well to be engaged with their children's learning and development. Staff inform the parents about their

child's learning and welfare at the end of the day. Regular consultations are arranged so that parents and staff can share the observations of the children and become aware of each child's future targets. However, the management team has not yet fully established systems to involve parents in contributing to the observation, assessment and planning cycle to ensure they are fully involved with their child's learning. Parents take part in celebrations, outings and fundraising events and their involvement and support is very much appreciated. A parents committee ensures that parents can voice their opinions of the playgroup and the management team is working hard to ensure their valuable views are incorporated into the provision. For example, they support their children in the playgroup and they also provide a range of resources.

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

Children are making good progress towards the early learning goals. Children demonstrate an interest and enthusiasm to initiate their own learning which the keyworkers encourage and support well. Planning for children's learning and development is detailed, incorporating all the areas of learning into weekly and daily planning. In addition, the key workers are working very hard to ensure that planning takes into consideration children's individual needs, abilities and interests. There are a range of systems in place to observe and document children's progress and capabilities; these include effective plans for the next steps in children's progress and development. However, the child's next stage of development is not consistently recorded in all observation documents. The manager is keen to ensure this is addressed and links to planning records, she has addressed this area in her self-evaluation. Children are making good progress in their literacy skills. Children are progressing in their speaking and listening skills, for example creative environments and language groups are arranged throughout the provision and staff are skilled at getting down to the children's level to stimulate discussions. Children with little English are developing their speaking and listening skills well and are consistently supported by their key workers; they are now bilingual speakers. Children develop their emergent writing through a variety of resources, understanding that their symbols carry meaning. They are writing letters of their name and numbers; they also know a wide range of letters and letter sounds in preparation for primary school. Books are celebrated, encouraging children to become inquisitive and also explore their imagination through role play. The activities chosen to celebrate children's diverse cultural backgrounds are successful. Children have celebrated Diwali and the Chinese New Year through creativity, music and dance. In addition, they are making Easter baskets for the forthcoming Christian celebrations. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society. Children have excellent opportunities to develop their creative skills. They play a range of musical instruments and through role-play they learn about rhythm and tempo. In addition, they sing spontaneously throughout their play. Children explore a variety of techniques with a wide range of materials, painting, sticking and drawing, and their work is displayed. This ensures children's self-esteem is promoted and they feel proud of their achievements.

Overall, there are effective measures within the nursery to ensure that all children learn about safety. In addition, they regularly practise fire evacuations to help reinforce fire safety. Children are effectively learning to adopt a healthy lifestyle. Staff prepare nutritious and well-balanced snacks and food prepared in hygienic conditions. Hygiene is further promoted as children follow a good hand washing routine and take pride in knowing the harm of germs. Although children are learning to pour their own drinks throughout the day, helping to arrange their activities, there is less emphasis for them to be able to independently prepare their own snack. Children are developing skills that will contribute to their future economic well-being well as they use information and communication technology equipment. Children's behaviour is managed very well by the staff and they are learning to share toys and socialise when taking turns in activities. Children are friendly and show their respect to the staff who are good role models.

## 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

<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

<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	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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### Outcomes for children in the Early Years Foundation Stage

<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