

# Chadwell Playgroup

Inspection report for early years provision

---

**Unique reference number** 128455  
**Inspection date** 16/03/2011  
**Inspector** Shawleene Campbell

**Setting address** 67 Reynolds Avenue, Chadwell Heath, Romford, Essex,  
RM6 4RT

**Telephone number** 020 8 220 0390

**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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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**

Chadwell Playgroup was registered in 1992 and is managed by a committee. The playgroup operates from a single storey purpose built premises in Chadwell Heath in the London borough of Redbridge. All children share access to a secure enclosed outdoor play area. Chadwell Playgroup committee also manage Chadwell Out of School Club.

A maximum of 30 children may attend the playgroup at any one time. There are currently 60 children aged from three to under five years on roll. Of these, 49 children receive funding for early education. The children attend a variety of sessions and the playgroup mainly provides for children in the local community. It currently supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The setting is open each weekday from 9.30am to 12.30pm and 1.15pm to 4.15pm Monday to Friday, and also 9.30am to 2.30pm Monday, Wednesday and Friday term time only. The setting is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register.

The pre-school employs 13 members of staff. Most staff including management hold appropriate early years qualifications at level 3 and 4. One member of staff is working towards a qualification and three staff are working towards a higher childcare qualification. The setting receives support from the local authority and the Pre-school Learning Alliance.

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

Overall the quality of the provision is outstanding.

Children are confident and benefit from an excellent educational programme to effectively support all areas of their learning and development. All children's individual needs are met exceptionally well because practitioners know their key children very well. They have a very good understanding of child development and, as a result, realistic targets are made to support their learning journey. Inclusive practice is promoted extremely well because practitioners ensure they have gathered detail information about children's individual needs and backgrounds. The excellent use of self-evaluation enables the setting to deliver a professional service where strong relationships are built with parents, carers and others. Recommendations made at the last inspection has been effectively addressed which effectively promote the outcomes for all children.

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

To further improve the high quality early years provision the registered person

should consider:

- continuing to build on links with all children's chosen school to effectively promote a smooth transition.

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

The children's welfare is effectively promoted because practitioners have a very good understanding of child protection issues, procedures and their role in safeguarding. There are robust vetting procedures in place which further promote children's welfare. Management actively encourage practitioners to attend courses to support their specific roles and professional development. Training needs are identified through a range of mediums, such as staff meetings, appraisals and termly supervisions. The children benefit from a qualified experience and an extremely motivated staff team. Practitioners show commitment and passion to attending further childcare courses which effectively promote the outcomes for children. They implement knowledge gained from courses to enhance the educational programme, for example 'mind maps'.

The children are cared for in a safe and secure environment because detailed risk assessments are carried out both indoors, outdoors and for outings. Children's safe arrival and departure is closely monitored by practitioners and the use of CCTV. Required documentation, written consents, policies and procedures are in place and very well maintained. Practitioners have successfully developed strong relationships with parents and carers. They have an open access to children's profiles and they are kept very well informed of children's development through regular informative parent days. The planning of activities are clearly displayed and information about current topics are shared through regular discussions and newsletters. Subsequently parents' spontaneous contribution of providing tadpoles to enhance children's understanding of life cycles and to compliment the current topic 'growth' is highly valued and welcomed. This further promotes effective partnership working and allows parents to contribute to children's learning and development.

Children with special educational needs are supported very well because practitioners have a thorough understanding of the Special Needs Code of Practice and their role in supporting children and families. They work extremely well with external agencies involved in children's care to effectively support their care and learning. They work very well with parents in moving children on in their next stage of development and supporting families with the transition to school. From the outset, detailed information is gathered about children's medical and individual needs to ensure they are fully known and met. Individual care plans are regularly reviewed to effectively support children's learning. Detailed information about children's medical needs are discreetly displayed to enable practitioners to act promptly in children's best interest.

The setting has effectively used Ofsted's self-evaluation alongside working towards the Quilt Quality Assurance as a tool for reflective practice. The setting has made

very good links with most children's chosen school and has effectively identified this as an area for further development. Management are highly committed to the continual improvement of the early years provision and, as a result, all practitioners are able to contribute to the processes for self-evaluation and parents' views are sought through questionnaires, meetings and discussions.

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

Practitioners are highly motivated and they have a thorough understanding of the Early Years Foundation Stage. Subsequently, they create a rich environment where children demonstrate enthusiasm and eagerness to take part in a varied range of adult-led and chosen activities. Practitioners gather very detailed information about children's starting points enabling them to effectively build on what they already know, for example All About Me and a sharing knowledge form. There are comprehensive observation and assessment records in place enabling practitioners to effectively track children's learning journey. They have used an extensive range of evidence to support children's development, such as photos, children's artwork and parental contributions. Practitioners know key children and others extremely well. They are able to talk about children's likes and developing personalities in great detail, such as describing children's budding skills and keen interest of playing football. Through the undertaking of systematic observations, practitioners effectively plan for children's individual needs and interests. Additionally, planning is flexible to reflect children's spontaneous interest, learning and development. This ensures children's play is purposeful and fun. The planning is extended outdoors and the children benefit from an extensive range of experiences to support their learning. The children enjoy taking part in growing activities, for example planting onions and runner beans. Practitioners are skilful in asking children good open-ended questions to encourage them to think and promote language development. They inform adults that they do not like onions and it makes their eyes watery. The children excitedly show an interest and are able to explore living things in their environment because practitioners extend children's learning by observing a spider and worms through binoculars, magnifying glasses and bug boxes.

Practitioners pay a keen interest in what children do and their interests very well. The children take pleasure in building large blocks comparing who is the tallest and smallest. Practitioners extend children's learning by using string and a type measure to strengthen children's knowledge and understanding of size. The children use mathematical language spontaneously as they talk about having two paintings and counting the magic beans when staff read 'Jack and the Beanstalk'. The children have access to an extensive range of books. Practitioners promote children's enjoyment of books by ensuring they have access to books when playing outdoors and there are books available in relation to current topics, such as gardening magazines, Growing Things, Jack and the Beanstalk and Parks and Gardens.

Children are cared for in a child-centred environment where practitioners are

proactive in using effective systems to encourage the children to take part in planning and the evaluation of activities, for example the use of 'mind maps' and having recall sessions at circle time. Throughout the session the children are able to make informed decisions allowing them to be independent learners. There is a rolling snack system in place where children have access to an assortment of fresh fruit and they have free flow access to both indoor and outdoor play. This contributes to children's good health and physical well-being. The children automatically wash their hands at appropriate times and there are good visual displays within the toilet area to effectively promote good hygiene practices.

The children use wheeled toys skilfully and practitioners are confident in allowing children to take safe risks, for example using large planks for balancing and making platforms from wooden bricks. The children's early problem solving skills are developing extremely well and with the aid of practitioners they change the design of the ball run. They display a sense of achievement in their creation and eagerness to give it a go. The children enjoy dressing up and taking part in role play which effectively promotes their imaginative skills. The children have access to their developmental profiles and during the day they contently look at photos of themselves, immediate and extended family. This allows children to feel highly valued and promote a good sense of belonging.

The children are happy and very well settled demonstrating trusting relationships are built. Practitioners are very well deployed to effectively support children's individual needs, safety, learning and development. Through purposeful topics and everyday routines children learn the importance of keeping themselves safe, for example through undertaking of regular fire evacuation drills, visits from the local fire brigade and community police officers. The children are extremely well behaved and benefit from consistent praise and encouragement. The children attending the setting are from varying backgrounds. There are very good images displayed around the setting and children have access to a wide range of toys that promote positive images. Children's uniqueness, culture and linguistic needs are respected and this is demonstrated through the translation of rich displays. This allows all children to have a sense of pride and effectively promotes inclusion.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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	1
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	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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](http://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