

# Parkside Playgroup

Inspection report for early years provision

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**Unique reference number** 128477  
**Inspection date** 04/05/2011  
**Inspector** S Campbell

**Setting address** 176 Goodmayes Lane, Ilford, Essex, IG3 9PP

**Telephone number** 020 8590 7497

**Email**

**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**

Parkside Playgroup is a committee run provision. It was registered in 1992 and operates from two halls in Parkside Community Centre. The community centre is located in a residential area of Goodmayes in the London borough of Redbridge. All children share access to a secure enclosed outdoor play area. The setting is disability friendly.

A maximum of 50 children between the ages of two to under five years may attend the pre-school at any one time. There are currently 56 children on roll; of these, 49 children receive funding for early education. The playgroup mainly provides for children in the local community. It currently supports children who speak English as an additional language and children with learning difficulties/disabilities.

The setting is open each weekday from 9:15am to 12:15 pm Monday to 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 12 members of staff. Most staff including management hold appropriate early years qualifications level 2, 3 and 4. 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 good.

Through the use of good observation and assessment records practitioners are able to effectively track children's progress. Most aspects of the six areas of learning are effectively covered to promote children's learning and skills. Children are happy and well settled in their environment and practitioners know children very well to effectively promote inclusion. The setting has built strong relationships with both parents and external agencies to ensure children are very well supported while at the setting. Recommendations made at the last inspection have been fully addressed and collectively practitioners use Ofsted's self-evaluation to promote good outcomes for all children.

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

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

- further develop resources to promote children's use of information and communication technology to support their learning
- further develop procedures to ensure planning is extended outdoor to effectively promote children's learning and development

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

Practitioners have a good understanding of child protection issues and procedures. They are fully aware of the procedures to be followed should they have a concern about a child in their care. This effectively promotes children's welfare while at the setting. Required documents, policies and procedures are in place readily available for inspection and very well maintained which contributes to the efficient management of the setting.

The children are cared for by a suitably qualified and motivated staff team. Practitioners work very well as a team and management actively encourage staff to attend training to further promote their professional development and designated roles and responsibilities. This effectively contributes to the smooth day to day management of the early years setting.

Children with additional needs are supported very well because practitioners work effectively with and alongside other professionals involved in children's care. They work closely with parents and outside agencies to ensure individual care plans are in place, implemented and regularly reviewed to effectively support children's care, learning and development. Practitioners have a good understanding of children's individual needs to ensure they are fully known and met. This effectively promotes inclusive environment. The setting has effectively made links with most children's chosen school to promote a smooth transition.

The setting has built good relationships with parents. Parents are kept very well informed of children's development through regular discussions and the sharing of children's profiles at open days. The setting values parent's views and this is sought through ongoing questionnaires. Subsequently as a result of parent's feedback a snack menu has been implemented. Parents are actively encouraged to contribute to children's learning by taking part in planned activities, for example decorating cakes, reading stories, making modeling dough and aiding children on the mini beast hunt. Consequently parent's contribution of providing tadpoles and frogs to further develop children's understanding of life cycles and to support the current topic 'growth' is valued. This further promotes effective partnership working.

The children are cared for in a safe and secure environment because practitioners undertake detailed daily risk assessments. Children's safety is further promoted because practitioners closely monitor children's arrival and collection. There are effective systems in place to ensure children leave the setting with approved adults, for example a password. There are comprehensive processes in place for self-evaluation and as a result the setting is working towards the continual development of the outdoor play area, partnerships with parents and encouraging practitioners to attend ongoing courses. This further promotes effective outcomes for children.

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

The children are cared for in a warm, caring and relaxed environment. Unsettled children are comforted and reassured by practitioners. They benefit from close interactions and quickly settle taking part in the range of activities on offer. They are making good progress towards the early learning goals because practitioners have a good understanding of the Early Years Foundation Stage. The children are grouped according to their age enabling practitioners to provide a range of activities and resources appropriate to their age and stage of development. The setting operates by a key-worker system and practitioners have a good understanding of children's likes, dislikes and developing personalities. Practitioners effectively pay an interest in what children do and say and as a result children openly share their thoughts and experiences, such as going to the park, having strawberry ice cream and going to the seaside. Practitioners engage very well in children's play to enhance their learning. Children take pleasure in pretending to make practitioner's food to eat and playing with them in the playhouse.

There are effective systems in place to enable practitioners to build on what children already know, for example 'all about me'. They carry out systematic observations that inform planning enabling them to effectively meet children's individual needs and interests. Practitioners maintain detailed developmental records supported with children's artwork and photos. Children's profiles clearly identify their next steps and practitioners are able to talk about children's stage of development in detail. Practitioners plan a varied range of topics to effectively support children's learning and development. The current topic is 'growth' and children benefit from planting fuchsias, pansies' and going on a bug hunt. Their learning is further extended by observing and exploring living things using magnifying glasses and bug boxes.

The children use a good range of tools and equipment to effectively promote their gross and fine motor skills. They use wheeled toys skillfully and enjoy acting out real life experiences by dressing up as a police officer and playing in the playhouse. The children benefit from daily physical activities and outdoor play which contribute to their good health. The children have access to a wide range of resources to effectively promote their all round physical development, such as a ball run, large apparatus, imaginative toys, books, small and large construction. However, the planning of daily outdoor activities have yet to be fully implemented to further support children's learning.

The children are able to mark make for a variety of different purposes through the use of an outdoor chalk board, free hand drawing and painting. Practitioners effectively promote children's enjoyment of books by ensuring books are readily accessible to both indoor and outdoor. Children enjoy looking at books independently and with their friends. They spend time looking at pictures, and laugh out loud when the other lick their finger before turning the pages. In the main the children play harmonious together and are very well behaved. Through planned festivals, displays and access to toys that reflect positive images children

learn about the beliefs of others, similarities and differences. Although children have access to a wide range of programmable toys to support their learning resources have yet to be fully extended to further promote children's skills in the use of information and communication technology.

Practitioners are effectively deployed to support children, care, learning and safety. Through very well planned events children are beginning to gain an understanding of keeping themselves safe, for example visits from the Road Traffic Club and Local Safer Neighborhood Police team. Children receive nutritious snacks which contribute to a healthy lifestyle. Through effective daily routines children's independent skills are effectively promoted. They are given choices at snack time, they make informed decisions about their play and a visual choice song book is in place. The children are beginning to be confident learners and talkers. Practitioners have effectively implemented the ECAT (Every Child A Talker) program to effectively promote children's speech, language and communication skills through a wide range of mediums, for example by the use of good questioning techniques, visual aids and actively listening and responding to what children say.

## 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

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