

# Romford United Reformed Church Playgroup

Inspection report for early years provision

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| <b>Unique reference number</b> | 118587   |
| <b>Inspection date</b>         | 20/05/2011   |
| <b>Inspector</b>               | Marilyn Peacock  |
| <b>Setting address</b>         | United Reformed Church, 58 / 60 Western Road, Romford,<br>Essex, RM1 3LP |
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| <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*.

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## **Description of the setting**

Romford United Reformed Church Playgroup opened in 1979. The playgroup operates from a large room in the Church building. It is situated in central Romford, Essex. The playgroup is close to the shopping town centre, local schools, public transport and other community resources.

The setting opens Tuesday to Friday during term time only. Opening hours are from 09:00am to 12:00pm. The setting may care for no more than 26 children from 2 years to the end of the early years age group at any one time (Early Years Register). There are currently 34 children on roll. Seven early years practitioners work with the children. Children attend for a variety of sessions.

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

Overall the quality of the provision is good.

Children feel extremely secure in the welcoming child centred environment, which works hard to ensure that they are safe and happy. Good practice is embedded across all areas of the setting ensures that the whole staff team successfully promote all aspects of children's learning and welfare. Children delight in a wide variety of play experiences, both indoors and outdoors. Inclusive practice is embedded into daily practices; the uniqueness of every child is highly valued and respected. Self-evaluation methods involve staff, parents and children and provide an accurate review of the settings practice. The setting demonstrates a strong capacity to maintain continuous improvement in all aspects of the provision.

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

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

- further develop links with other providers of the Early Years Foundation Stage framework to promote continuity and a coherence of children's learning and development.

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

The well experienced management team are dedicated to continuous development of the provision and provide a high standard of care and learning. The clear safeguarding policy, which includes details of action taken should there be an allegation against a member of staff is understood by all practitioners and helps ensure the children's well-being is not compromised. Regular and detailed risk assessments of the setting and outside areas are carried out daily to promote children's safety when in the setting. Children's welfare is paramount. Space and

resources are very well organised providing children with a stimulating, exciting environment where they can move around freely and safely. Practitioners are effectively deployed therefore are able to respond to children's needs promptly and sensitively. The setting keeps accurate records on children and staff's attendance and implements a wide variety of regularly reviewed policies and procedures in line with requirements.

Strong partnerships are established with parents and carers. All receive well written information in the form of newsletters and reports and plenty of verbal feedback regarding their child's care and learning while at the setting. Parents also receive useful information about what their children are learning each week with ideas as to how they can support their children's learning at home. Parents are encouraged to become fully involved in their children's learning sharing information with practitioners on their learning journey when away from the setting. Detailed progress reports are completed and parents are invited in for regular reviews. Parents are very happy with their children's progress. They say they enjoy a friendly professional relationship with all practitioners. They particularly like the fact the practitioners are approachable and they feel confident to discuss any issues as they arise. The setting works well with the Early Years Development team to provide a stimulating effective place for children to play and learn. However, secure links with local school and other settings who deliver the Early Years Foundation Stage Framework are still being forged to promote continuity of care and learning.

The practitioners know each child exceptionally well. They are highly intuitive with all children and respect their individual preferences. The key person system works extremely well to help children settle in and provide ongoing individual support, so children's individual needs are met appropriately. Children thrive from being cared for by qualified and experienced staff who regularly attend training to increase their knowledge and understanding of up-to-date childcare practices. The nursery's self-evaluation is comprehensive. The management team strive for continuous improvement and this has a significant impact on the learning programme. All practitioners carry out regular evaluations on all areas of practice and parents and children all play an active part by sharing their ideas.

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

Children's confidence and progression is flourishing through the excellent interactions they enjoy with the practitioners during child-initiated and adult-led activities. Children have a very positive attitude to learning as practitioners are enthusiastic about learning and ensuring children developing to their full potential. Practitioners become immersed in children's play and successfully manage to promote language, confidence and curiosity while ensuring that children lead their own play experiences. The play room is set out with exciting activities covering the six areas of learning and children are becoming active and inquisitive learners. They thoroughly enjoy themselves as they eagerly explore and discover activities indoors and outside. Practitioners are extremely skilled at knowing when to stay

back and watch as children learn for themselves and recognise when to intervene to help children progress. Practitioner's complete comprehensive observations of children at play. These detailed observations along with samples of children's work and photographs are linked successfully to the six areas of learning. Practitioners then assess the information obtained from the observations to plan the next steps on each child's individual learning journey. These are followed up and recorded to show children progress.

Children delight in an extensive range of activities each day normally planned around a theme. This week's theme is growing. Children enjoy planting seeds and plants in pots for the garden. They soon learn about common wild life as most get eaten by the squirrels. So they confidently start again and protect the plants more this time. Children complete still life painting reproducing their own interpretations of a bowl of flowers in paint or chalk. Children are actively involved in creating the displays around the play room, developing an awareness of writing for a purpose as they mark, make, copy and write. They are effectively involved in conversation and problem solving as part of practical activities each day. A small group of children attempt to build models of a helicopter using photographs for guidance. Each offering their own ideas and suggestions and helping out by finding the correctly shaped brick. Children are able to learn about different cultures and times of celebration as these are incorporated in the planning. They are beginning to develop an understanding of the world around them and embrace similarities and differences and the reasons for these. Children learn about the wider world as they play with toys and resources that are representative of diversity. Children behave exceptionally well. They have close relationships with each other laughing and having fun as they play. They are self confident and display high levels of independence but also readily approach adults for support if needed. An example being to help reboot the settings computer or provide guidance on completing a task.

Children feel safe and secure they understand the settings rules on safety and are beginning to understand the reasoning behind these rules. Older children help those newer to the setting by gently reminding them why they shouldn't run or holding their hands as they walk out to the garden. Practitioners support children's understanding of staying healthy as they encourage them to take part in physical play each day. In the garden children are learning to balance on plastic stilts or negotiate sit and ride toys around the play area. They find the correct number on large number cards displayed around the play area, learn about capacity at the sand tray or just sit in the shade to read books with the practitioner. Children receive snacks of fresh fruit, vegetable sticks or a treat of the occasional cake. Practitioners sit with the children at snack time encouraging them to pour their own drinks and making sure children do not share food as others may not be able to eat the same as them. Accidents and incidents are recorded and signed by parents to promote children continued good health. Children also practice emergency evacuation once a month to help promote their safety further.

## 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   | 1 |
| 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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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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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    | 1 |
| 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 |

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