

# Poplar Play Centre Ltd

Inspection report for early years provision

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**Unique reference number** 119605  
**Inspection date** 30/05/2011  
**Inspector** Marilyn Peacock

**Setting address** 111 Poplar High Street, Poplar, London, E14 0AE

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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

Poplar Play Centre Limited is a non-profit organisation which provides day care services within the London Borough of Tower Hamlets. It operates a range of services for children that include a nursery, out of school care and holiday play schemes. The centre has two premises on the site and also provides the community with a drop-in service. The centre is registered on the Early Years Register and on the compulsory part of the Childcare Register. It is registered to care for no more than 32 children under eight years, of whom no more than 12 may be under two years of age. A maximum of 16 children may attend the out of school and holiday club. There are currently 32 children on roll. The nursery is open Monday to Friday from 8:00am to 6:00pm; out of school care is offered from 3:30pm to 6:00pm and holiday care from 8am to 6pm. A team of 16 qualified staff work with the children. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has a good understanding of the individual needs of each child which ensures that their learning and welfare needs are met effectively. Children show independence and the ability to make decisions in a child-friendly setting as they access a range of interesting and suitable activities. There is a strong partnership with parents which builds on the progress that children make in the setting and at home and helps ensure that practitioners work with a full understanding of each child's uniqueness. Generally all documentation is in place to promote children's welfare effectively. The setting strives for continuous improvement reflecting on its practice regularly to identify areas of strength and areas for improvement.

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

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

- make sure the procedures to be taken should there be an allegation against a member of staff are included in the safeguarding children policy. 30/06/2011

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

- make sure that the risk assessments cover anything with which a child may make contact
- make sure all staff are aware of the need to ensure documents are stored in a confidential manner at all times.

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

Staff's understanding of child protection procedures is sound and they understand their responsibility to report any concerns. Children are protected effectively because required checks are carried out on staff before they start at the nursery. Although staff and parents are aware of the procedure which would be followed should there be an allegation against a member of staff, the procedure has not been included in the safeguarding children policy. This omission could cause confusion in an emergency. Training is given high importance and staff appraisals and room observations help identify staff training needs. Staff that show a flare for a specific area of responsibility are helped to acquire any additional knowledge they need by attending suitable training events. Visual risk assessments are conducted daily and any risks identified have been minimised helping to ensure children's safety. However, some areas are not included in the risk assessments, which means that potential risks could go unnoticed. The security of the premises is excellent and procedures for arrival and departure help ensure children are handed over safely to a know adult. Staff are deployed effectively; they support children's learning and development well. The premises are bright and stimulating. All rooms are well equipped, providing children with good resources which capture their imagination and sustain their interest.

Staff gather valuable information before children start to ensure their welfare needs can be met. This information, together with sensitive observations, gives practitioners a full insight into activities children might enjoy and benefit from. However, this information is displayed on notice boards, which means it is not confidential. Parents receive useful information about all aspects of the provision. Regular newsletters keep them informed of events, topics and dates for their diaries. Parents are encouraged to spend time in the nursery helping with the story telling and settling their child into the nursery environment. Good relationships are evident. Parents and carers often spend time watching their child at play and chatting to staff before going off to work or back home. They also attend regular review meeting where they can meet staff and go through children's learning journey files. The setting is developing positive links with other providers in order to ensure consistency in developing children's individual learning journeys. Each child is valued for their uniqueness and their culture is celebrated. Children are able to learn about and celebrate some different cultures and traditional days as these are incorporated within the planning. This enables the children to have an understanding of the world around them and embrace differences. Managers in the setting successfully promote a culture of reflective practice, resulting in all staff making meaningful contributions to the ongoing self-evaluation process.

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

Staff are warm and caring and good relationships are evident. Children often approach them just for a cuddle. Children enthusiastically talk about what they have been doing over the weekend, acting out trips to the zoo and how they swam in the pool. Deployment of staff is good and children are supervised well at all times. Staff have a good understanding of how children learn through play and know when to intervene to progress children's learning. They support children's learning effectively by asking open-ended questions that encourage children to think creatively. Staff make observations to identify children's achievements which they then assess to identify their next steps in their learning. Activities and resources are then planned around children's interests and individual needs, but plans are flexible to take account of children's changing needs and follow their play ideas that day. For example, when children want to act out camping in the garden, staff provide a tent, wood and some food items to help them. Children love the outdoors and most of the day they play outside wearing wet weather clothes in the rain to protect them. They enjoy the freedom to run around, play on large equipment or enjoy regular activities such as water and sand play outside. A cosy shed complete with cushions, books and screens of soft fabric gives children somewhere peaceful to rest and watch others at play if they wish. Children can climb the trees under the watchful eyes of the practitioners or hide in the cosy corners of the garden. Children building towers discuss whose is the tallest. They listen to stories and act out familiar phrases and sentences. Children are skilled at using numbers in the correct sequence when singing number songs. Most attempt to make marks of familiar letters and attempt to write their names on their art work.

Children are extremely confident and are gaining independence. They develop strong friendships and understand the needs of others. They are polite and staff employ strategies which ensure they learn to behave in ways that promote their own and others welfare. Staff praise children's efforts which help to promote their self-esteem. Children show they feel safe as they confidently make choices and move around the building. They happily approach staff for support or a chat. Children's health is well promoted as they learn the importance of good personal hygiene. They receive healthy meals and snacks and have plenty to drink. The older children pour their own drinks and clear away their plates after lunch. They also know to clean their teeth after eating and wash their hands and face before starting to play again.

The setting also offers an after school and holiday club. Children are collected from several local schools. They are able to complete their homework supported by staff, have tea and participate in fun activities such as games consoles, board games and a wide variety of creative activities.

## 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	3
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	3
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