

Teddington Methodist Playgroup

Inspection report for early years provision

Unique reference number 509702
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Inspector Daphne Prescott

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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

Teddington Methodist Playgroup opened in 1969 and operates from the second hall of the Teddington Methodist Church Hall in Teddington, Middlesex. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children have access to a large enclosed outdoor play area.

The playgroup is open each weekday from 9.15am to 12.30pm, term time only. A maximum of 24 children from two years to the end of the early years age group may attend the setting at any one time. There are currently 40 children on roll who attend different times of the week. The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The playgroup employs seven members of staff and they all hold appropriate early years qualifications. The setting receives support from the Early Years Development Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are kind and caring towards the children, which helps them feel safe and secure in their environment. Overall, children are making good progress in their learning and development. The setting works well with parents and other professionals to ensure children's progression and continuity of learning and care. They offer an inclusive service, supporting all children to actively participate in activities which meet their individual interests. The setting is led by an experienced management team, who wholeheartedly embrace the process of self-evaluation and demonstrates positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the range of resources that encourage children's access to information technology
- develop ways of including and displaying labels in additional languages

The effectiveness of leadership and management of the early years provision

The management and staff team work together as a very motivated and cohesive team, as they share a commitment to offering the best possible care to the children. They are very conscious of keeping children safe in the setting. Written risk assessments are completed to ensure the children have the freedom to explore within a safe and secure environment. Effective systems are in place to ensure children's safe arrival and departure. Rigorous staff recruitment procedures mean that staff are suitable to care for children. Furthermore, the staff team is fully aware of their responsibilities and the procedure to follow if child protection concerns arise.

The warm welcoming environment is organised really well as children make independent choices from the wide range of toys and resources, which underpin their successful play and learning experiences. There is a range of toys and resources which also help to promote children's understanding of diversity within our society. Diversity is also valued through recognising festivals and traditions from other countries. However, there is limited labelling in other languages to assist further an understanding of other languages and to further promote diversity. The atmosphere is inclusive and this, in turn, enables the children to grow in confidence and self-esteem. Boys and girls alike achieve consistently well because staff plan for their individual learning while taking their interests into account.

Partnership with parents is a particular strength of the setting. They engage warmly with parents and there are clear channels for both verbal and written communication. For example, regular newsletters and informative notice boards keep parents informed of events in the setting. Parents are positively encouraged to be involved in children's learning, for instance, by coming into setting to teach them another language. Children thoroughly enjoy this time and are extremely excited when they are able to sing the goodbye song or say words in Spanish. The parents are unanimous in their praise of the setting and speak highly of the quality of care their children receive and of the approachability of the staff. The setting establishes good links with local schools which benefit the children to ensure continued progression of care, learning and development.

The management and staff team are enthusiastic and passionate about their roles in raising standards for children. This is clearly evident in their professional and enthusiastic interactions with the children. Self-evaluation is ongoing and they have identified their own strengths and areas for improvements. Regular staff meetings and appraisals support staff in their role. They attend relevant training courses in order to enhance their skills, and to promote their continued professional development. The setting has addressed the recommendations raised from the previous inspection which has improved outcomes for children.

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

Children are very happy, secure and settled as staff ensure the children's emotional well-being is promoted effectively. All children make progress towards early learning goals in relation to their starting points, including those who speak English as an additional language. The system of monitoring children's progress in learning is effective in recognising their individual interest and achievements, and identifying the next steps in each child's learning and development.

Children enjoy a good balance of adult and child-led activities, which allows children to be independent, imaginative and very active in their own learning. Staff interactions with the children are positive; they allow the children time to respond in conversations and they encourage children to think for themselves, and open-ended questions encourage this. Children's skills in communication, language and literacy are supported effectively. They enjoy listening to stories, where they keenly join in and predict what might happen next, and they enthusiastically join in with their favourite songs. Children show a keen interest in problem solving as they fit puzzles and train tracks together and build with construction toys. However, children do not always have daily access to information and communication technology to support their learning.

The broad range of art and craft activities helps children to develop their creativity. Children have a lovely time painting butterflies and folding their paper to make different patterns. They thoroughly enjoy using their imaginative skills whilst dressing up and joining in make-believe play in the home corner. Their imaginations continue to evolve in the garden, as children decided to transform the sand tray into a beach. They extend their storyline by taking off their shoes to feel the sand between their toes. Staff also skilfully uses this opportunity to develop their mark-making skills on a larger scale as they use their fingers to make letters and patterns in sand. Children are developing their early writing skills; they have good opportunities to write for different purposes, and have access to a range of writing resources which they select independently. For example, they have a wonderful time writing letters and make envelopes out of paper and sticky tape to post.

Children are effectively helped to understand about the benefits of a healthy lifestyle. Snack time is particularly well organised as children independently decide when to have their snack, so their play is not disrupted. Drinking water is also readily available as part of their healthy diet. Effective discussions take place during this relaxed time about healthy foods and children's experiences, which build on their knowledge and confidence. Children enjoy fresh air and exercise every day in the garden; they increase their physical skills as they steer ride-on toys and balance on stepping beams. They are learning to keep themselves safe as they tidy away toys and practise the fire drill. All necessary records are in place to promote children's well-being, such as accident and medicine administration records. Children's behaviour is managed in a calm manner by staff as they set clear, reasonable and consistent limits which help children to play, feeling safe and secure. They are given lots of praise and encouragement for their efforts and

achievements which promotes their self-esteem and confidence. At this very welcoming setting, children are introduced to positive learning experiences, which help to prepare them for their future learning.

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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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 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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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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