

Fairfield Playbox

Inspection report for early years provision

Unique reference number	131796
Inspection date	01/07/2011
Inspector	Tracy Weight

Setting address	Methodist Church Hall, Fairfield South, Kingston Upon Thames, Surrey, KT1 2UJ
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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*.

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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

Fairfield Playbox opened approximately 45 years ago, and meets in Kingston Methodist Church Hall at Fairfield South in Kingston, Surrey. The playgroup is open Tuesday to Friday between 9.30am and 12pm, term time only. The premises consists of one large playroom with direct access to a small outside play area, a kitchen, toilets and a vestry which is used for small group activities. There is also direct access to a large upstairs hall which is used for physical activities.

The playgroup is on the Early Years Register and is registered to provide care for a maximum of 25 children aged from two years to under five years at any one time. The playgroup specialises in the care and education of two year olds, as the majority of children move onto other early years provision in the area at around three and a half years of age. At present there are 44 children on roll, aged between two years and three years who attend a variety of sessions. The playgroup supports children learning English as an additional language and children who have special educational needs and/or disabilities. The playgroup also runs a separate parent and toddler group.

Ten staff, including the two joint managers, work in the playgroup on a rota system. Nine of these staff members hold recognised early years qualifications. One member of staff has Early Years Professional Status (EYPS). There are five volunteers who work in the provision on a regular basis, and the playgroup also provides placements for students on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are motivated learners, who engage well in the wide range of activities and experiences provided for them in this highly inclusive playgroup. The staff put a strong emphasis on developing children's social and communication skills, and this provides a good basis for their future learning. The playgroup works effectively with parents and exceptionally well with other professionals and settings.

Staff know children well, and learning programmes are well planned to meet individual needs, with generally good outcomes for all children, including those learning English as an additional language and those with special educational needs and/or disabilities. Effective evaluation systems accurately identify areas for improvement and the playgroup staff act on the advice of outside professionals, so demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the provision by improving opportunities for children to select for themselves a wider range of recycled materials and resources for making things

The effectiveness of leadership and management of the early years provision

Children's well-being is prioritised and staff ensure that all children are effectively safeguarded whilst on the premises. The staff have a good understanding of child protection issues and are aware of the steps to follow should they have any concerns about the welfare of a child in their care. Robust recruitment procedures are in place to ensure that staff are suitable to work with children. The staff team work well together to ensure a safe environment, and are effective in helping children to gain a growing awareness about keeping themselves safe and healthy.

Staff promote equality and diversity highly effectively across the playgroup, and help children to develop sensitivity towards cultures and beliefs other than their own. They know individual children and their backgrounds very well, and they help all children to feel that they belong in the setting by sensitively reflecting their home languages and traditions. Staff are deployed effectively, and they play and talk with children, skilfully extending their communication and thinking skills. Small group activities are used particularly well to develop children's personal, social, communication and literacy skills, and children are developing good skills for the future.

Staff make sensitive and careful written observations and use the knowledge they gain to effectively plan exciting and motivating experiences which follow children's own interests. There are very effective systems in place for monitoring the progress of each child and the playgroup has strategies in place for overcoming any gaps in achievement. As a result outcomes for all children, including those learning English as an additional language and those who have special educational needs and/or disabilities, are good overall.

The staff team is well-motivated, and leaders show a strong desire to drive future improvement, which they do well. Staff make good progress in improving their own qualifications and training, and they use the knowledge they gain effectively to improve the provision. Leaders have a good understanding of the strengths and weaknesses of the playgroup and they take effective action to bring about improvements. For example, the recent successful development of the outdoor area, improvements to resources to support children learning English as an additional language and improvements to planning and assessment have been identified for further improvement.

The playgroup is well equipped and staff generally manage toys and resources effectively to ensure children's good learning and development. They successfully overcome restraints of using shared accommodation. The play areas are imaginatively laid out, and children benefit from an exciting range of activities both indoors and outdoors to support their learning. Organisation generally allows

children to select their own activities and resources, but they have less access to creative materials for self-selection.

The playgroup has developed effective relationships with all groups of parents and carers. The playgroup consults with parents to evaluate the effectiveness of communication, and as a result they have established highly inclusive systems of two-way communication. Parents are heavily involved in decision-making. Their views are regularly sought and used to help to improve the provision and outcomes for children. Some take part in the management of the playgroup by taking up the role of parent representatives on the committee.

The playgroup has established excellent links with other providers and services in the area, and this has an exceptionally good impact on children's learning and well-being. Staff have been instrumental in building very effective links with other local early years settings, and as a consequence there is continuity in children's learning when they move on from the playgroup. Links with other agencies and professionals result in well-coordinated programmes of learning for children who have been identified as having special educational needs and/or disabilities.

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

Children are cared for in a very warm, welcoming, and interesting environment by a caring and motivated staff team. Children know what is expected of them, behave well, and are learning to take turns and play co-operatively with their friends. Children show that they feel extremely secure and make a good positive contribution to the nursery community. They respond well to the organised routines and gentle guidance by staff, and the high adult/child ratios means they always have an adult to turn to if they need help or reassurance.

Children learning English as an additional language are helped to feel secure in the playgroup by listening to recordings of their parents voices reassuring them in their home languages. Observations are linked to the six areas of learning and are generally used well to inform planning for children's next steps, particularly in personal, social and communication skills. This helps them to move forwards in their learning and gain good skills for the future.

Children demonstrate increasing independence as they make choices about their play, take themselves to the toilet and serve their own snacks. They use a range of tools safely and with growing control, for example, they carefully spread their bread to make sandwiches for their 'Teddy Bears Picnic'. Children are keen to communicate and confidently start conversations with staff and each other. The effective teaching and grouping of children for language activities ensures that all children, including those at an early stage of language acquisition, are able to confidently contribute and share their ideas. Children enjoy listening to stories and they repeat words or phrases enthusiastically. They know a range of songs and rhymes, and all join in the actions.

Children use a wide range of resources to make 'marks'; they enjoy painting, chalking or using large brushes and water to make marks on the paving outside. They solve problems in their play and through routines, for example, as they build with construction or work out how to cut their sandwiches into quarters. They show curiosity and excitement as they play with bubbles, comparing sizes, and see how long they can keep a bubble on their hand until it bursts. Children are energetic and thoroughly enjoy their physical play; balancing, climbing, running, jumping and riding bikes as part of a healthy lifestyle.. They show a growing awareness of their own physical needs, for example, they tell an adult or help themselves to a drink when they are thirsty from playing outside in the heat.

Overall children thoroughly enjoy their time in the playgroup, and the high level of attention staff give to meeting their individual needs results in generally good learning outcomes for all children.

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

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

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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