

Beavers Lodge Playgroup

Inspection report for early years provision

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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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Description of the setting

Beavers Lodge Playgroup registered in 2010. It operates from purpose built premises within the grounds of Beavers Community Primary school in Hounslow, in the London borough of Hounslow. The group have sole access to a large play room and there is a secure outdoor area. The group are registered to care for a maximum of 26 children from two to under five years at any one time. The group is open each weekday from 9.00am to 12 noon, during school term times. Children aged three and four years receive free early education. All staff hold appropriate Early Years qualifications. The group is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise and promote most aspects of children's learning, development and welfare, with success. Children play in an inviting, secure and adequately resourced environment. Staff's knowledge of how each child learns, is reflected in the provision throughout the Early Years Foundation Stage, to ensure good outcomes for children the majority of the time. The strong engagement with parents, ensures that continuity of care and development for children is given high priority. The development of partnerships with other settings and professional agencies is effective. The developing evaluation systems ensure weaknesses are identified, success celebrated and capacity to improve promoted.

What steps need to be taken to improve provision further?

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

- improve further children's skills for the future by the provision of more appropriate resources in literacy, numeracy and information and communication technology
- improve further children's understanding of print through the provision of an environment that is rich in signs, symbols and words.

The effectiveness of leadership and management of the early years provision

Policies and procedures have been devised and made available to parents. These ensure the safe management of the setting and the welfare of the children attending the playgroup. The staff have a good understanding of safeguarding issues and know the procedures to follow if they have any child protection concerns. Thorough risk assessments are conducted for every day use of the

setting. All required documentation is in place to promote children's well-being and good health including accident records, medicine administration and complaints procedure. Robust procedures are implemented to ensure staff have checks and appropriate clearances to allow unsupervised access to children. A safe arrivals and departure procedure ensures children are collected by authorised people known to staff. All staff have a professional, proactive and caring attitude towards the ongoing improvement of the setting to ensure outcomes for children are continuously promoted.

The setting has developed systems for evaluating children's learning and welfare. Staff work closely to identify weaknesses through effective support from the feeder primary school, the local authority Early Years Intervention Team and Special Educational Needs advisors. Parents' and children's views are actively sought and considered as part of prioritising improvements. The setting has an ambitious drive towards their continual development. Children have access to sufficient resources, either pre-selected or within easy accessible reach for children to participate in activities of their choosing. However, the resources currently available are limited in literacy, numeracy and information and communication technology. Adults have made improving resources in these areas the main priority in the setting's development plan.

The setting promotes inclusive practice throughout the session. Children's background information is very well used to ensure their individual learning and care needs are provided for. Staff update their skills and knowledge on a regular basis and effectively support children to learn about and understand the society in which they live. Children have access to a good range of resources that reflect positive images of today's diverse society such as, posters, dolls, role play costumes and staff members who speak many of the children's home languages. Children learn about a range of festivals and cultures to help them to understand the importance of celebrating difference.

The setting is committed to working in partnership with others and the manager takes a lead role in establishing effective working relationships within the local community. For example, there are good channels of communication between all professionals involved with individual children which successfully promotes their learning, development and welfare. The setting has a positive relationship with parents. Parents are informed about their child's development and have regular opportunities to discuss next steps in learning with their child's key person. Parents comment on how well their views are welcomed and information shared. This effective liaison contributes to improvements in children's achievements, well-being and development.

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

Staff have a secure understanding of the Early Years Foundation Stage and use an effective key person system to support good outcomes for children. Children are happy, settled and make good progress towards the early learning goals. They are already familiar with routine and the layout of the setting. Children are confident to make choices from the pre-selected resources and move freely around the room. For example, a group of three-year-olds move freely from constructing houses to

building a train set and gathering their own resources to play a fantasy superhero game. However, resources in some designated areas of learning have insufficient labels to support selection and literacy development. Staff have a clear respect for the children and make learning and development their main focus.

Staff are effective in promoting children's personal, social and emotional development and ensure that each child receives consistent encouragement and support to develop confidence, as well as communication skills. For example, one parent commented that after a short period of attendance their child had become confident and talkative. Children participate in a range of activities that encourage them to share and take turns. They play well alongside their peers successfully understanding the need to cooperate and are independently becoming active learners.

Children enjoy sharing books and listening to stories. Younger children show great interest in books and will often make up their own stories when looking at the pictures in preparation for their future reading and listening skills. Children use a range of materials for mark making, to ensure they develop their fine motor and writing skills. Children use mathematical vocabulary freely and make good progress in problem solving, reasoning and number. For example, children count bricks and discuss height and length whilst constructing models and measure ingredients to find the correct consistency for making cakes. Children are developing good skills for the future. However, limited resources, particularly in literacy, numeracy and technology, impact on the acceleration of children's progress. Children enjoy the creative opportunities available. Staff engage with the children by effectively extending, supporting and questioning their creations. For example, children experiment with colour during a painting activity. Staff and children engage in discussions as the work progresses on how different shades relate to the children's real or imagined experiences. Children access to a stimulating, well-resourced outdoor area, which provides excellent opportunities for their physical development. The garden area is very popular with children increasing their understanding on life cycles of plants and the growth of vegetables.

The staff plan for individual children's needs through a flexible planning system which links closely to the children's profiles. These demonstrate observations of achievement, references to areas of learning and the stages of development. All staff have input into the planning to ensure that their key children's individual learning patterns, interests and favourite activities are incorporated into future sessions

Children's understanding of hygiene practices is promoted well. They know the reasons for washing their hands before eating, preparing food and after toileting. Older children confidently use the bathrooms independently, with staff on hand to assist younger ones. Staff have access to, and implement effective procedures for changing nappies and clothing when required. Children's behaviour is good. They are kind to each other, giving others opportunities to talk and answer questions. They listen to instructions and carefully carry these out successfully.

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	3
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

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	3

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