

South Ealing Playgroup

Inspection report for early years provision

Unique reference number 118173
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Inspector Vicky Vasiliadis

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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

South Ealing Pre-School opened in 1967 and was first registered 1993. It operates from a large hall in a residential area of South Ealing in the borough of Ealing. The setting operates term time only from 9.30am until midday on Monday, Wednesday and Friday. On Tuesday and Thursday they also offer afternoon sessions from 12.35pm to 3.05pm. Children attend a variety of sessions. All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and is able to care for a maximum of 24 children in the early years age group. There are currently 64 children on roll. Children aged three and four-years-old receive free early education. There are seven staff members employed to work directly with the children. Of these, five staff including the play leader hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting does not adequately support or enhance children's learning and development and children's individual needs are not effectively identified or addressed. This is as a result of some of the staff's limited understanding of the requirements of the Early Years Foundation Stage. Self-evaluation fails to identify a number of significant issues, therefore, affecting the setting's ability to identify areas for continuous improvement. Children's safety is not adequately promoted as risk assessments are not effective in identifying potential hazards. There are some systems in place to share information with parents, but they are not involved in children's continuous learning and development. In addition, the setting has failed to make sufficient links with other professionals.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- take all reasonable steps to ensure that hazards to children both indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment) 22/07/2011
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or 22/07/2011

- incident (Documentation)
- maintain a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) 22/07/2011
- undertake sensitive observational assessment in order to plan to meet young children's individual needs (Organisation) 22/07/2011
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation). 22/07/2011

To improve the early years provision the registered person should:

- carry out regular evacuation drills, record any problems encountered and how they were resolved and clearly identify fire exits
- develop staff's knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage
- develop systems to maintain a two-way flow of information with professionals from other agencies to identify needs and provide the best learning opportunities for children
- develop robust systems to evaluate the effectiveness of the setting so that improvements are identified to ensure that every child's individual needs are identified and met
- increase children's opportunities to find out about and learn how to use information and communication technology equipment
- develop systems for parents to review their children's progress regularly and contribute to and support their child's learning and development.

The effectiveness of leadership and management of the early years provision

The staff in the setting have an adequate understanding of child protection procedures and are able to identify some of the potential indicators of abuse and how to report this. Although the setting conducts daily visual checks of the premises, these risk assessments have failed to identify potential hazards to children. For example, rusty nails protrude from the wooden palettes that are propped up against the shed in the garden. In addition, the setting does not maintain a robust record of the risk assessments that are conducted on an annual basis. Furthermore, the setting does not maintain the actual hours of children's attendance. These are breaches of specific legal welfare requirements and impact on children's safety.

Those in charge do not have clear systems in place to monitor the effectiveness of the setting. Self-evaluation fails to identify a number of significant issues. Strengths and weaknesses are not accurately identified and the action needed to make improvements has not been prioritised effectively. Consequently, this has a negative impact on the children's learning, safety and welfare. Children are provided with an adequate selection of resources and equipment, and the

environment is satisfactorily organised to enable the children to make some choices in their play. The setting has not adequately addressed the recommendations raised as a result of the previous inspection. This has a negative impact on the settings ability to maintain continuous improvement.

The setting has made some efforts to support the children's understanding of equality and diversity. For example, children have access to a small selection of resources and visual images that are reflective of the wider community. Each child is allocated a key person and children are treated with respect by staff who are kind and caring towards them. However, staff do not effectively plan for each child's individual learning requirements. This has a significant impact on how well the children are supported in their learning and development.

There are some systems in place to work with parents. Staff provide parents with daily verbal feedback and a notice board is available which contains basic information about the setting. However, as the staff do not consistently conduct observations of the children's development, and parents are therefore not able to be involved in their child's continuous learning. In discussion with parents they have mixed views about the setting. For example, some parents say that they are happy with the setting, but state that they do not receive sufficient information about their child's learning. The setting has failed to make sufficient links with other professionals to meet the needs of the individual children. In addition, partnerships have not been developed with the local schools in which the children will attend.

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

The setting does not adequately support children's learning and development. This is as a result of some of the staff's limited understanding of the learning and development requirements of the Early Years Foundation Stage. In addition, although there are systems in place for observing and assessing the children's learning, many of the staff have not completed these. Consequently, planning is not robust and not based on the children's individual learning needs or interests. The children are, however, able to choose which resources they play with and spend periods of time busily engaged in activities. For example, children enjoy using their imaginative skills to make cheesecakes and burgers using the play dough. However, staff do not use activities well to support children's learning with questions that encourage their thinking and problem solving skills.

Children's speaking and listening skills are not always consistently supported. This is due to the fact that some of the staff do not adequately engage in conversations with children that encourage them to think for themselves. For example, children are asked questions that only require one word answers. Children are provided with some opportunities to mark make, draw and look at books which supports their literacy skills. Children are beginning to learn about their environment as discussions take place with the children about the weather and the settings' pet dog. Children have access to a limited selection of resources that support their

understanding of technology such as, a mobile phone and computer keyboard. Children are provided with some resources that promote their problem solving skills. For example, children construct 3D models using the small bricks and complete puzzles of varying degrees. However, activities are often not well used to encourage children's learning in all areas. For example, during a baking activity staff do not use mathematical language or question children to enhance their learning. Overall, children are not helped to develop sufficient skills for the future.

Children are beginning to learn about healthy lifestyles as staff encourage children to adopt appropriate personal hygiene routines, such as reminding the children to wash their hands after using the toilet. Some discussions take place with the children about the need to drink plenty of fluids and why some foods are good for them. In addition, the children are provided with resources that promote their physical health. For example, children enjoy riding the tricycles and running around outside regardless of the weather. They are provided with weatherproof clothes which allow them to use the outdoor area all year round.

The setting makes some efforts to help children to begin to understand about their own safety. For example, they remind the children not to run whilst inside. However, the setting does not carry out emergency evacuation drills on a regular basis. For example, evidence of their last drill indicates that this occurred towards the end of last year and fire exits are not clearly identified. This has implications for the safety of the children in the event of an emergency situation. The hazards available to the children and lack of systems for recording their attendance, also impact on children's safety.

In the main, the staff offer children praise for their efforts and achievements which supports their self-esteem. The children are encouraged to take turns when accessing toys as staff remind them of the importance of sharing. Children are encouraged to respect their resources and toys, as they are reminded to put activities away before more are brought out.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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