

# Avebury Playgroup

Inspection report for early years provision

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<b>Type of setting</b>	Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## Description of the setting

Avebury Playgroup registered in 1995. It is run by a committee and is based in a community centre within a residential housing estate in Bethnal Green in the London Borough of Tower Hamlets. The playgroup is registered on the Early Years Register. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open weekdays from 8.45am to 11.45am and 12.15pm to 3.15pm term time only. All children share access to a secure enclosed outdoor play area.

There are currently 16 children aged from two to five years on roll. The playgroup provides free early education for two, three and four year olds. The playgroup serves the local area. The playgroup currently supports a number of children who speak English as an additional language.

The playgroup employs two members of staff, both hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for within the Early Years Foundation Stage and are making good progress from an early age. Overall, effective engagement with parents successfully supports children's learning and development. Staff use their in-depth knowledge of children's capabilities and interests to plan a rich and stimulating curriculum that appropriately meets children's individual needs. Children are valued and their uniqueness recognised. Policies and procedures are embedded in practice and effectively promote most aspects of children's welfare and learning. The playgroup shows a strong commitment to maintaining continuous improvement and staff identify strengths and weaknesses in provision as part of an effective self-evaluation system.

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

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

- develop opportunities for parents to be informed about their child's next steps for development and how they can support this, to help them play a more active role in their child's learning at home
- improve systems further for the hygienic storage of waste materials.

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

Children are well protected as staff are vigilant about safety issues and use risk assessments well to reduce possible hazards. They carry out regular safety checks to minimise the risks for children. Rigorous recruitment and vetting procedures check that all adults having contact with the children are suitable. Security within the setting is good and vigilant supervision of children helps to ensure they remain safe in their indoor and outdoor environments. Staff implement detailed policies and procedures to ensure that children's safety is safeguarded. Fire drills are practised regularly so children are familiar with the evacuation procedures. All staff have a clear understanding of their roles and responsibilities if an emergency evacuation becomes necessary. Staff protect children from harm as staff have a clear understanding of their role with regards to safeguarding the children in their care. Staff understand the procedure to follow in the event they have a concern about a child and the records to keep. Written policies and procedures on safeguarding children include what to do in the case of an allegation being made against a member of staff. Furthermore policies and procedures are reviewed regularly. Staff have paediatric first aid qualifications to facilitate an appropriate response in an emergency. The building is secure and there are effective procedures in place to ensure the safe arrival and collection of children. Details of people authorised to collect children are recorded and a password system is set up for carers. Photographs of staff are displayed on the notice board. Children are protected from people who have not been vetted, as visitors are supervised at all times and sign in and out of the playgroup.

The good leadership of the manager, supported by an able deputy, volunteers and committee members, ensures children's welfare, learning and development are well promoted. An inclusive environment contributes to this. Staff demonstrate an understanding of how to care for children with special educational needs and/or disabilities or English as an additional language. Although the group is waiting for a grant to make improvements staff make efforts to provide premises that are welcoming. For example, they brightly decorate the premises with children's art work, posters and photographs. This helps to promote a sense of belonging. Staff set out a wide variety of good quality resources on a daily basis which stimulate children's interest and enables them to learn through first-hand experiences. Children's understanding of equality and diversity is promoted by a range of activities and resources. The playgroup develops strong links with local schools where children attend, which supports their transition well. Engagement with parents is valued and contributes to the service provided. The playgroup works well with parents, who receive a warm welcome. They receive good quality information about the service and the key person system ensures the daily planning of activities reflects children's individual needs and interests. Furthermore the playgroup shows good levels of commitment to further developing the service they provide. Many training courses have been attended by staff and this admirable commitment to training ensures that professional development takes place and the service consequently improves. Recommendations from the previous inspection have been addressed.

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

Staff have a good working knowledge and understanding of the Early Years Foundation Stage. Consequently, children are progressing well in their learning and development. Children make good progress as they take part in play which is child-led. Staff use regular observations of children to gain an understanding of the progress that they make and how they react to play opportunities. Parents are encouraged to share what they know about their children to help ensure their needs are understood and addressed. This helps staff assess children's progress from known starting points. They use this information to plan for children's next steps in learning. However, these are not always shared with parents to involve them more fully in continuing children's learning at home.

Children benefit from attending a playgroup which reflects the local community in its children and staff.. Staff plan songs, music and movement sessions to ensure that children gain further physical exercise and develop control of their bodies. Children demonstrate increasing control and develop hand-to-eye coordination as they place small puzzle pieces together, use a variety of mark-marking tools, and practise their cutting skills.

Children are developing their love of books as they explore them independently and with staff. They make marks daily with a variety of implements to begin to develop writing skills. Children use glue sticks, paintbrushes, chalk as well as pencils and crayons in their everyday activities. Letters and numerals are on display to encourage and support independent learning. Free access to sand and water play helps develop children's understanding of problem solving skills as they pour from one container to others of differing sizes. Number items and letters with pictures help children make connections and use letters and numerals in context. Children explore their creativity in many ways. They enjoy listening to music, and use small play figures and the home corner to practise life skills through pretend play, such as doctor and nurses. They use many interactive modern resources in their play that develop their understanding of technology. They use resources that reflect cultural diversity and disability each day. They learn to value other people's similarities and differences. Consequently, children are achieving and enjoying well in an inclusive environment.

Children show good awareness of how to be safe. They regularly practise fire evacuation procedures. They have opportunities to assess acceptable risks as they develop their physical skills in the large hall or freely available outdoor area. Staff use effective strategies to manage children's behaviour. Consequently, children are well-mannered, play well together and are learning to be mindful of the feelings of others. Children behave well as they are clear about the ground rules and respond well to the consistent, gentle encouragement of staff who act as positive role models. Staff promote children's sense of self esteem and inclusion, consequently children display a sense of belonging and are settled and happy.

Staff promote children's health and encourage them to adopt healthy lifestyles.

Staff use resources effectively outside to help children benefit from outdoor play. Staff teach them to be active and to understand the importance of fresh air and physical activity. Children adopt healthy habits and good hygiene practices. For example, they are encouraged to wash their hands with soap after going to the toilet and before meal times. Although the swing covers of the bins in the kitchen and toilet do not work properly, children generally benefit from a hygienic environment. The playgroup has good procedures in place to ensure that children's dietary requirements are met. Children have water to drink throughout the day and staff hold food hygiene certificates, which helps to promote children's health.

## 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	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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### 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	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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