

Ashburton Playgroup

Inspection report for early years provision

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Inspector Ray O'Neill

Setting address 246A Cortis Road, LONDON, SW15 3AY

Telephone number 0208 785 4494

Email

Type of setting 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*.

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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

Ashburton playgroup opened in 1985. It operates from a play room in ground floor premises in a low rise block in Putney. The playgroup has access to a kitchen, toilet facilities and storage and the use of a secure, enclosed outdoor play area. It serves the local community. The playgroup is open each weekday from 9.15am to 12.15pm, during term time only.

The playgroup is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll aged from two years to under five years on roll. Three and four year olds receive free early education. The playgroup currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The playgroup employs two members of staff, both of whom hold appropriate early years qualifications. The playgroup receives support from Wandsworth Local Authority and the Wandsworth Primary Play Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued as individuals and the staff team promote their learning and development requirements competently. Children are well cared for and benefit from a stimulating and secure environment, with some minor areas for improvement in outdoor risk assessments. The experienced staff provides a good range of experiences based on the Early Years Foundation Stage principles, ensuring outcomes for children are promoted the majority of the time. The management and staff team evaluate the provision effectively and have a clear understanding of how to make continuous improvements. The strong engagement with parents ensures quality of care and learning development is given high priority. The playgroup has developed highly successful partnerships with professional agencies and other settings, ensuring the needs of all children are met and additional support is provided.

What steps need to be taken to improve provision further?

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

- promote that all staff actively engage in sustained conversation with children to further develop their communication and language skills.
- extend existing risk assessment records to ensure that the outdoor area is fully assessed and any identified hazards removed.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to protect children and make this their first priority. All staff are well trained in child protection issues and have a clear understanding of the procedures to follow and how to refer any concerns. Rigorous recruitment and vetting procedures, ensure that all adults are assessed as to their suitability to work with children. Regular fire drill practices, ensure all children know what to do in an emergency. Effective risk assessments are conducted within the premises, to eliminate identified risks to all attending the playgroup. However, risk assessments for the new outdoor area are not always recorded to show the action in place to ensure children's safety at all times. Staff are motivated towards their own professional development and are provided with opportunities to attend training. All required documentation is in place and implemented well to promote children's health and safety.

The staff team have established good working relationships and are all committed towards the ongoing improvements of the playgroup. All recommendations set at the last inspection have been fully addressed. Regular staff and planning meetings help to ensure good quality provision for all the children. High quality resources are accessible, encouraging all children to engage in activities that are inclusive and promote all areas of learning. Staff have a thorough understanding of each child's learning and welfare needs and value them as unique individuals. Staff support children in developing a strong understanding of diversity through highly effective partnerships with external agencies, positive parental engagement, individual planning and the cultural celebration of festivals and events around the world.

A thorough evaluation process occurs for all aspects of the children's welfare and learning, which is regularly monitored and evaluated. The review identifies areas for improvement and the strengths within the playgroup. For example, recent premises refurbishments to ensure that all children are provided with high quality learning experiences within a stimulating environment. The playgroup canvasses parent suggestions through daily contact and children's views in circle time. The staff work closely together to enhance their practice and to identify weaknesses either through their past inspections, support visits from the local authority or through new experiences gained at training courses. The playgroup has a determined drive towards their continuous development.

The experienced playgroup staff has established highly effective links with professional agencies and other settings, particularly local authority early years advisors, health professionals and feeder primary schools. These very successful partnerships ensure that all children are supported and their learning and welfare needs are addressed. The pre-school has effective procedures and practices in place to engage all parents in their child's day. Parents receive regular newsletters and information of daily events on a display board as they enter the pre-school. Parents are very well informed about their children's development and have regular opportunities during daily contact or formally at pre-arranged meetings to discuss progress with their child's key person. Parents are very pleased with the care of their children and feel confident to talk to staff at any time about any

concerns.

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 children to make good progress. Children are happy and confident in their environment and are familiar with the routines, despite the recent premises refurbishment. The experienced staff make learning and development their key focus and adapt their approach to suit different ages and needs. Photographs of the children engaged in various activities are also used to illustrate the many learning opportunities offered to the children. The group room is organised to allow children easy access to resources promoting self-help skills and independence. Children are inquisitive thinkers actively participating and commenting on events around them. For example, during a group activity all children wanted to contribute to the construction of a robot and make suggestions, challenge and extend children's learning by encouraging them to take turns and think for themselves. However, opportunities to engage children in developing their language and communication skills during daily routines are not always acted upon.

Children enjoy sharing the wide range of books and listening to stories. For example, children are engrossed in the story "Swim Little Fish", expressing character preferences and counting sea creatures. Children have many opportunities to develop their writing through play and older children are beginning to form letters. Regular opportunities for number recognition mean that most children can count to 10 and recognise a variety of different shapes. Children develop good problem solving skills through the planned activities and the independent access they have to a range of puzzles, shapes and games. Children have daily use of technology using electronic devices such as the computer, telephones, electronic toys and keyboards. They enjoy playing with the sand, water, dough, glue and paint on a regular basis. For example, during "Messy week", children created sponge paintings, coloured dough models and imaginative collages.

Staff plan through a system that covers the six areas of learning, incorporating a wide range of different toys, equipment and activities each session. Staff effectively use regular observation to plan the next stages of progression towards the early learning goals for each child. Planning comprises of a good balance of adult led and child initiated activities. The playgroup effectively promotes children's individual learning patterns, interests and activities.

Children enjoy playing outdoors developing their physical skills as they ride wheeled toys, walk on stilts or practice their catching skills. Children learn good hygiene practices as they wash their hands before meals, after using the toilet and after outdoor play. They help themselves to fresh drinking water and enjoy fresh fruit snacks, commenting to visitors and their parents on the benefits to their health. Staff regularly praise and encourage children's efforts and achievements, developing their self-esteem and confidence. Children have a good understanding

of how to promote their own safety. They behave very well, cooperating, showing each other respect and following instructions.

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	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	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