

Lilliput Playgroup

Inspection report for early years provision

Unique reference number	100232
Inspection date	25/11/2011
Inspector	S Campbell

Setting address	Lilliput Pre-School PLayergroup, Village Community Hall, Vicarage Road, Dagenham, Essex, RM10 9SD
------------------------	--

Telephone number	07952711141
-------------------------	-------------

Email

Type of setting	Childcare - Non-Domestic
------------------------	--------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lilliput pre-school opened in 1950. The pre-school is managed by a registered charity and operates from Village Community Hall in a residential area of Dagenham, Essex. Children have access to a secure, enclosed outdoor play area.

A maximum of 30 children from 2 years to the end of the early years age group may attend the setting at any one time. There are currently 53 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four. The pre-school currently supports children with learning difficulties and/ or disability. The setting also supports children with English as an additional language.

The pre-school is open each weekday from 9.15am to 12.15pm term time only. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs eight staff. All staff including management hold appropriate early years qualifications level 2 and 3. One member of staff is working towards a higher childcare qualification. The setting receives support from the local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children benefit from a well organised environment where they receive good adult support to help them feel safe and secure. Practitioners have a good understanding of the Early Years Foundation Stage and as a result children's care, learning and development is effectively met. Most required documentation is in place and well maintained to promote children's welfare. A good flow of two-way communication is maintained with parents and others which effectively promote partnership working. The setting is reflective about their practice which demonstrates commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the risk assessment includes by whom the assessment was carried out (Suitable premises, environment and equipment)
- 09/12/2011

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

- further develop procedures so that children's developmental records consistently identify the next steps to effectively track their progress
- develop further children's understanding about their own and other people's cultures to enhance their understanding of the wider society.

The effectiveness of leadership and management of the early years provision

Practitioners have a good understanding of child protection issues and procedures. They are fully aware of the procedures to be followed should they have a concern about a child in their care. This effectively promotes children's welfare while at the setting. Although children are cared for in a safe and secure environment not all risk assessment records include all required information.

Practitioners work well as a team and staff deployment is effective. This means children are well supervised at all times. They have designated roles and responsibilities which effectively contribute to the smooth and efficient management of the setting. Management actively encourage practitioners to undertake relevant training which helps promote good outcomes for children, for example safeguarding, interactions with children, creative play, fire safety, equality and diversity.

Children attending the setting are from varying cultural backgrounds. Their uniqueness, culture and linguistic needs are respected and this is demonstrated by obtaining key words to maintain communication. This effectively promotes inclusion. Children with learning difficulties and/ or disabilities are supported well because practitioners have established good relationships with external agencies involved in children's care to effectively support their care and learning.

Practitioners have developed strong relationships with parents. They are able to contribute to children's developmental records enabling them to effectively support children's learning and development. Parent's views are valued and this obtained through the use of questionnaires, meetings and discussion. The setting has established good links with children's chosen schools which aid smooth transitions.

Although children have access to a good range of resources that promote positive images of diversity opportunities have yet to be effectively provided to help children gain a greater understanding about their own and other people's cultures. Children are interested in the varied resources on offer and they are able to make informed decisions about what they would like to play with. The setting has effectively used Ofsted's self-evaluation as a tool for reflective practice. As a result, the setting is developing practitioner's reflective practice, management monitoring skills and specific areas of learning.

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

The children are cared for in a calm and relaxed environment. Practitioners provide a good level of interaction to support children's learning and interests. Children benefit from taking part in real-life experiences and are able to take safe risks, for example playing with DIY tools. They are beginning to use hammers, nails and screw drivers with increasing control. Through good daily routines children's independent skills are developing well. They freely move from one activity to the next and are able to make informed decisions about what they would like to eat. Visual 'choice boards' are also used at circle time to enable all children to choose what song they would like practitioners and their friends to sing. Children are well behaved and practitioners use gentle reminders to encourage the child to say "please" & "thank you". This promotes good social skills.

Practitioners gather detailed information about children's starting points enabling them to effectively build on what children already know. Children's developmental records also include photos of the immediate family which allow practitioners to gain a good understanding of the people who are important to them. Practitioners have a good understanding of the Early Years Foundation Stage and as a result all children are making good progress in most areas of learning. Although practitioners carry out regular observational assessments children's next steps are not always consistently documented. Observations inform planning which means children's individual needs and interests are met well.

The children benefit from the free flow indoor and outdoor play. Children's creative and imaginative skills are developing well. They enjoy making a rocket ship using the outdoor climbing frame and sellotape. They also inform adults that they are making a rocket ship when using DIY tools. Children's physical skills are developing. They enjoy balancing on large plastic wheels and jumping from one wheel to the next. They also use smaller wheels as stepping stones. The children are beginning to use mathematical language spontaneously because when playing with building materials they talk about using the big and small hammer. Through practical situations practitioners use good questioning techniques to encourage the children to use simple additions by prompting them to think about how many wheels they need for their car. Children's skills relating to information and communication technology is developing well because they have access to a touch screen computer. This effectively helps children to develop skills for the future.

Children are developing to be confident communicators and they happily show adults their photos on the 'wow board', for example birthday celebrations, trick or treat and a Halloween event. This allows children to have a strong sense of pride and provides opportunities for them to share their experiences with practitioners and others. Children's health and well-being is effectively promoted because they receive nutritious snacks, for example fruits and raw vegetables. Their welfare is further promoted because through good daily routines they are encouraged to wash their hands at appropriate times which minimises the spread of cross infection.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----