

# Wapping Playgroup

Inspection report for early years provision

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EY428248

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16/12/2011

**Inspector**

Caroline Preston

**Setting address**

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**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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## **Description of the setting**

Wapping Playgroup opened in 2011 and operates from John Orwell Sports Centre in Wapping, in the London borough of Tower Hamlets. It is managed by a voluntary management committee. The playgroup serves the local community and is open Fridays only between 9am to 12pm term time only. The playgroup is registered on the Early Years Register and a maximum of 24 children may attend at any one time. There are currently 18 children aged from 2 to under 5 on roll, some in part-time places. There are three members of staff, all of whom hold early years qualifications to at least level 2. The playgroup provides funded early years education for three-and-four-year-olds. The playgroup has a number of children with special educational needs.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Activities challenge children in their learning and help them to develop well. However, learning is not shown through photographs. Children are safeguarded effectively and kept safe from possible hazards. Partnerships with parents and others are good and help children progress and achieve. The setting maintains continuous improvement by completing a detailed self-evaluation document. This highlights the setting's action plan to improve areas of practice. Therefore, children's needs are met consistently.

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

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

- document children's learning through photos.

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

Staff are suitable to work with children and demonstrate a high level of commitment to promoting their safety. They have completed safeguarding training, which updates their knowledge. This means they can follow relevant procedures to support children's welfare and well-being. Risk assessments are reviewed regularly and are thorough in identifying any possible hazards to children. All policies and procedures help to maintain the good care offered to children. This is because staff understand them and implement them in their everyday routines with children.

Resources are good and help children to learn and develop. This is because they

are age and stage appropriate, varied and interesting. The whole of the hall is used effectively by the group to set out toys for children. They move across the hall freely and access the stimulating toys all morning. Partnerships are well established and make a strong contribution to children's well-being and achievement. Links with outside agencies include following individualised programmes for children with any additional needs. Staff work closely with others to help children progress at their own stage of development.

The setting continually works to improve practice. This is achieved by working closely with the local authority to address areas of weakness and ways to improve practice. This is also done by undertaking further training. Therefore, the setting embeds ambition and drives improvement. The setting provides care and education in a very rich and diverse borough. All children and families needs are known by staff which helps provide effective care and education for each child. Various festivals are celebrated and parents invited to take part. This means that children learn about others and their different cultures and beliefs in a positive way and equality and diversity is implemented. Play resources reflect differences and are available to play with everyday, reinforcing positive images

The setting has a highly positive relationship with parents. This means that children settle easily and their needs are met. Daily interaction and written information about each child's development means parents are well informed about their child's progress. Self-evaluation is rigorous and identifies strengths and weaknesses of the setting. The setting has recently developed all play areas across each of the six areas of learning. This was achieved through identifying the need to extend these areas through self-evaluation.

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

Children learn about safety as they play. They play with the toys and use the large hall safely. They listen to staff and follow simple safety prompts, such as not to run. They learn about road safety as they discuss this with staff. Good quality interaction with staff helps children to feel safe and secure. Children show a good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating. Children discuss the healthy snacks they eat with staff, they pour their own drinks and self-select their own snacks. Children enjoy large physical play in the hall and safely use large climbing apparatus. They understand their own needs and ask to use the toilet independently.

Children behave well throughout the session. They take turns using toys and share equipment in the hall. Children understand behaviour rules, because they play well with each other. Children develop skills for the future by playing with programmable toys, such as musical toys and tills during role play.

Staff have a good understanding of how children learn. They provide good play experiences that cover the six areas of learning well. Observations are

assessments help to plan for children's next steps. These are written and easily understood by parents; however, photos are not used to further show how children learn and develop through play.

Children enjoy playing together they greet each other as they enter the hall. Children share toys in the role play area. They dress up in various outfits and use their imagination to create different characters. Children explore and develop early writing skills, as they mark make using large crayons on paper. They sit on the large mat on the floor and use glue to stick different textures on paper. They enjoy sitting on the soft cushions looking through books. Staff read to them, they listen quietly and self-select a range of books.

Children learn to solve problems as they fix together puzzles and large bricks to make shapes. They learn about the wider world celebrating their own culture and others throughout the year. Children ride bikes in the large hall and climb up onto the large soft shapes developing physical skills and confidence.

## 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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