

Orange Tree Playgroup

Inspection report for early years provision

Unique reference number	118555
Inspection date	18/01/2012
Inspector	David Thomas Hatchett

Setting address	Pettits Lane, Romford, Essex, RM1 4EH
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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*.

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.

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Description of the setting

Orange Tree Playgroup opened in 1995. It operates from a classroom and designated outdoor area within Marshalls Park School, which is situated in a residential area of Romford, on the borders of Essex and north east London. The setting makes use of the host school's library. The setting has accessible access and since the last inspection has created an accessible outdoor area and fully accessible toilet. Twenty-one children may attend at any one time. There are currently 55 children on roll in the Early Years age group; 40 of these receive funding for the provision of free early years education. Children attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities, and a minority with English as an additional language. Children mainly come from the surrounding area, but some children travel from further afield. The playgroup operates Monday to Friday during school term time only. Opening hours are from 9.00am to 12.00pm and from 12.30pm to 3.30pm. There are eight staff working with children, all of whom hold National Vocational Qualifications at Levels 2 and 3. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Orange Tree Playgroup provides a good standard of education for children. It meets children's needs well because of good teaching, detailed planning and good attention to children's learning and pastoral needs. A wide range of stimulating activities promotes good learning over time in most areas of learning. There are mostly good links with parents and carers, agencies and the host school which come together to promote good enjoyment and achievement. Good leadership and management by an effective manager and deputy manager have ensured that, overall, thorough plans are in place to ensure the continuing development of the setting. As a result, the setting's capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- sharpen safeguarding procedures by including review dates on the safeguarding and child protection policy
- include areas for development and improvement, when reporting to parents and carers on children's progress.

The effectiveness of leadership and management of the early years provision

Leaders and managers are committed to the safeguarding of children at all times. All staff are very vigilant and there has been an appropriate emphasis on child protection training, so that staff members are aware of their responsibilities and how to spot and report any potential concerns. The setting's safeguarding policy is comprehensive but it does not explicitly state when the policy was signed-off and when it will next be reviewed. Appropriate risk assessments are in place both daily and over a longer term timescale, which identify and plan for the main risks and hazards. The setting vets staff thoroughly and records information at an individual staff level. Both the manager and deputy manager embed ambition and drive improvement well. Since the last inspection, the setting has addressed the area for improvement, and has developed the quality of self-assessment and evaluation which is now good overall. So much so, that there is now a reflective and detailed ongoing self-evaluation in place which accurately identifies the main strengths and areas for development. Equality and diversity are promoted well within the setting through a firm commitment to meeting the needs of all children, irrespective of background or learning need. Staff are eager for all children to succeed and fulfill their potential. Since the last inspection, leaders have increased the number of multi-cultural resources available for children, and a wide range of festivals and occasions throughout the year are celebrated, for example Remembrance Sunday, Chinese New Year and Diwali. The layout of the indoor and new outdoor areas has been developed well and is planned for appropriately. Staff make good use of a wide range of resources, which children enjoy. Activities are regularly monitored and appropriate learning targets are set. Staff work well together and regularly attend training to enhance their qualifications and expertise, for example in self-evaluation and promoting outdoor learning. There are good partnerships with a range of agencies, for example the speech and language therapy and educational psychology services. The specialist services of agencies are used well to promote children's learning and development in ways that the setting alone could not provide. There is good engagement with parents and carers. The setting has two noticeboards which display a myriad of relevant information and keep parents and carers up to date with curriculum and other developments. The setting regularly seeks the views of parents and carers through a detailed questionnaire survey which is then analysed and followed up. Parents and carers are overwhelmingly supportive of the setting and feel their children make good progress. As one said, 'This is an amazing pre-school! The staff are excellent, my child is learning all the time in a fun, structured environment'. Parents and carers are also well informed of their children's progress. For example, a summative report is sent home twice a year which describes children's progress in the six areas of learning. However, these do not identify what the next steps should be and how children might improve.

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

Children achieve well in all areas of learning because activities are well planned and organised. Children benefit from good quality teaching overall. Adults' input makes a good impact on children's progress, for example staff spend time with individual children and make use of good questioning and timely prompts to support and facilitate children's creative thinking. Staff value children's interests and ideas, and include these in planning, to effectively enhance and promote learning. Children made good progress while enjoying the play-dough to create shapes and patterns. This promoted their fine motor skills and confidence handling equipment. In another activity, children made good progress as they listened to a 'big book' story being read by the deputy manager which developed their appreciation of the story setting and characters. Assessment is used well by staff to monitor and track children's progress against the areas for learning, as well as to inform future planning and teaching. The manager and deputy manager analyse these assessments well to ensure that all children make good progress during their time in the setting.

Key persons work well with their allocated children and record high quality notes and keep detailed records of children's progress, which then feed into more formal assessments and also into reports that are sent to parents and carers. Children enjoy talking about the activities they work on and their progress and are proud of their achievements. Key persons know their children very well because of good monitoring and assessment, and make a good impact on learning through their good input over time.

Provision to promote equality and diversity within the setting has improved since the last inspection, and makes a good impact on children's development, self-esteem and values. The wide range of festivals and customs which are celebrated, and various display boards within the playgroup acknowledge a range of cultures, religions and backgrounds. Multicultural toys, books and other resources are planned for and well used by children across a range of activities, for example making Diwali cards for a friend or relative.

A range of good activities are planned over the short, medium and long term which cover each of the five Every Child Matters (ECM) outcomes. For example, children were learning about the importance of washing hands prior to eating, and the need for safety and restraint when using the 'cars' in the outdoor area. Children also learn about safe practices, for example being taught about the dangers of using saws and other tools as part of a free choice activity in the outdoor area. Children make healthy food choices at snack time, and staff check very carefully to ensure that all children eat fruit and drink water whilst at the playgroup. The manager and deputy manager ensure coverage of the ECM outcomes and the areas of learning as part of their ongoing monitoring. Children behave very well, and staff manage behaviour in a calm and effective way, so that the learning environment remains conducive and safe. Children with special educational needs and/or disabilities and those learning English as an additional language are fully

included in activities which always promote fully inclusive learning.

As a result of high quality provision, good activities, and good teaching, children develop confidence, motivation and self esteem, and are well-prepared for the next stage of their learning and development.

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
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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