

FIG Playgroup And Playscheme

Inspection report for early years provision

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Inspector Caroline Preston

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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

Fig Playgroup and Playscheme is run by the Family Information Group. It opened in 2011 and operates from old Ingrebourne School. The playgroup and Playscheme is in a residential area of Harold Hill in the London borough of Havering. The Playgroup serves the local community and is open each weekday from 8.30am to 11.30am and 12 noon to 3.00pm term time only and 9.00am to 5.00pm during the school holidays. The Playgroup is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register and a maximum of 35 children may attend at any one time for the playgroup and 70 for the playscheme. There are currently 50 children on roll, some part-time places. There are six 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Activities are good and stimulating which help children to learn and develop. Resources challenge children and supports progress; however, there are no long-term growing projects. Children are safeguarded and their well-being is significantly met. Partnerships with parents are good and exceptional with other professionals. Self-evaluation is robust which supports the good continuous improvement and meets the needs of children.

What steps need to be taken to improve provision further?

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

- provide long-term growing projects.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a high level of commitment to children's safety, they follow good safeguarding procedures. Risk assessments are robust and prevent any hazards to children, staff supervision of children is good. All relevant documentation is in place for the effective care and education of children and staff understand their roles and responsibilities. This means children are safeguarded and their needs are met well. Resources are good and fit for purpose and help children to learn and develop. Children enjoy playing with a wide and stimulating range of effective toys both indoors and outdoors; however, there are no long term growing activities to support understanding and knowledge of the world.

Partnerships are exemplary which successfully promotes learning, development and welfare of children with additional needs. Excellent links with many outside professionals are established to a high level. Staff take part in and lead outstanding language and communication sessions with children and speech therapists. This helps and promotes children's confidence, speech and communication skills. Visits by staff to other specialised groups give them new ideas to develop their practice to offer children new ways of learning.

Managers support the good development of staff by offering them at least five days of training each year. This means they further develop their skills across different areas of practice which embeds ambition and drives improvement. Therefore, the individual needs of children are met very well. Staff are highly successful in identifying gaps in children's achievements and taking steps to meet their needs. Excellent understanding of each child's background promotes equality and diversity to a high level. Individual learning plans are robustly put in place, so that each child learns and develops to their ability. Highly effective specialised play resources are used to support specific areas of learning such as sensory materials. Play resources are highly reflective of many different cultures to support children's understanding of others. Staff undertake many motivational training courses to meet the specific needs of children with additional needs.

Good relationships with parents help staff to meet the needs of children, effective daily communication builds trusting relationships. Self-evaluation is good and robust, which means any weaknesses are identified. For example, the outdoor area is more effective because more good play resources are available to children. This means children learn both indoors and outdoors across all six areas of learning.

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

Children develop good skills for the future as they handle and play with a wide range of programmable toys. They learn to use the computer, learning from a range of programmes appropriate for their age and stage of development. Children learn about safety through play, they understand boundaries of behaviour. This helps them to develop good knowledge of safety rules.

Children show good awareness about what constitutes a healthy lifestyle. They enjoy eating a range of healthy snacks and discuss why they are good for them. They make and eat their own healthy snacks, such as vegetable soup. They adopt healthy hygiene routines and understand why they need to wash their hands after using the toilet. Children enjoy physical play in the garden, which promotes their well-being, they discuss how to stay healthy with staff. All children show a strong sense of belonging to the setting, they appear happy and engaged. Children are kind to each other, they share and take turns using activities.

Staff have an effective understanding of how children learn, they promote all six areas of learning well through play activities and resources. Observations and

assessments are good and help show children's progress.

Children enjoy play and are interested in taking part in many good activities. They play outside, mixing sand and water creating patterns. Children learn about the 'Teddy bears picnic' by making porridge and listening to the story. They create with glue and glitter and make teddy bear puppets.

Children enjoy play with many different musical instruments, sitting in small groups forming good relationships with each other and staff. They attempt hand writing using crayons and learn about numbers building towers with bricks. Children recognise the letters in their names as they find their name cards when they arrive. They enjoy imaginative play in the role play area and move between indoors and outdoors all through the session.

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	1
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