

Wanstead Park Playgroup

Inspection report for early years provision

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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

Wanstead Park Playgroup registered in 1978. It is run by a management committee of parents. Wanstead Park Playgroup operates from a large hall within St Gabriel's Church Hall, in the London Borough of Redbridge. There is a fully enclosed garden available for outdoor play.

The playgroup is open each weekday from 9.15am until 12.15pm, during term time. A maximum of 26 children may attend at any one time. There are currently 34 children attending who are in the early years age range. The playgroup is registered on the Early Years Register. It is funded to provide free early education for three- and four-year-olds.

The playgroup supports a number of children with special educational needs and/or disabilities. Support is provided for children who speak English as an additional language. The playgroup employs eight staff, all of whom hold appropriate early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup has an inclusive approach and all children are well settled and happy and have their safety well promoted overall. An efficient system is in place for observing, assessing and planning for children's learning and development outcomes. Therefore, children make good progress in their learning and development. Overall, children benefit from suitable partnerships between staff, parents and carers. The playgroup has effective links with other professionals. Continual self-evaluation helps to ensure that priorities for development are identified and acted upon. The playgroup responds to everyone's needs effectively and demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase children's understanding of how to keep themselves safe by offering more opportunities to practise emergency evacuation procedures
- improve the two-way flow of information with parents to enable them to regularly discuss their child's progress and development.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding children issues. They are very aware of the detailed procedures that are to be followed should there be a concern about a child. The playgroup has an emergency fire evacuation procedure in place. However, this is not practised regularly, which means that children do not have regular opportunities to learn how to protect themselves in the event of a fire. Staff carry out comprehensive risk assessments and daily checks to identify and minimise any risks to children. This means that the playgroup is entirely safe for children. All policies, procedures and child records that are required for the safe and efficient management of the playgroup are maintained. Children's good health and well-being are promoted through the staff's good hygiene routines and their commitment to checking that all steps are taken to prevent the spread of infection.

The playgroup has a written self-evaluation document which staff use to continually assess the provision through regular staff meetings. This enables them to formulate clear plans for improvements. For example, staff have plans to grow some flowers and vegetables with the children in the enclosed outdoor play area. Children benefit from a good range of stimulating and fun resources, which are easily accessible from low-level trolleys. Children have their individual needs well met. They are encouraged to be respectful to others and have many opportunities to become aware of and develop their understanding of difference. Children with additional needs and those who speak English as an additional language are well supported and included in all activities and routines of the playgroup.

Overall, staff form suitable partnerships with parents, and provide them with detailed information about the playgroup. However, parents comment that they do not feel fully informed of their children's developmental progress. Parents are happy with the care their children receive and comment that they are happy to attend playgroup.

The playgroup is effectively working in partnership with local schools and other professionals such as the local authority. This allows them to access support and advice when required in order to promote continuity in children's learning.

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

Children settle well due to the well-planned, settling-in process. Staff spend time with parents at the beginning of the care arrangement to enable them to be fully aware of each child's needs and stages of development. Therefore, children display a good sense of belonging and security in the setting and are clearly happy. Staff use their good knowledge of the Early Years Foundation Stage framework to support children's learning and development. Effective systems are in place for observing and planning to support children's good progress towards the early

learning goals.

Children are well encouraged to lead healthy lifestyles through eating a range of healthy foods, such as fruit, crackers and raisins, which they are offered at snack time. Fresh drinking water is available at all times to ensure that the children do not become thirsty. Children are encouraged to develop good personal skills. For example, they wash their hands before eating and put on their coats before going outside. Children's independence is promoted well, as they are able to choose which resources they would like to play with from the well resourced trolleys placed around the room. There is a secure enclosed garden for children to enjoy fresh air and exercise, which supports their health and well-being. They enjoy playing on bikes, cars and climbing frames, which supports their physical development. An exciting range of plastic tubes and lengths of guttering provide opportunities for exploratory play with balls, cars and water.

Children behave in ways that are safe for themselves and other. They are very aware of the rules that they need to adhere to, such as not running around the tables. Children develop a good understanding of the world around them through celebrating different customs and cultures. A good range of supporting resources, such as books, puzzles, dolls and play food further promotes children's understanding of diversity. Children enjoy being creative with the good range of experiences available daily. They create pictures using glue and a selection of craft materials that they chose independently from the well resourced craft trolley. There is limited space to display children's work as the playgroup is in a public hall, but string 'washing lines' display children's artwork. Staff ensure that they celebrate children's artwork through praise.

Children are able to develop good skills for the future using a range of electronic resources, such as key boards, cash registers and calculators. Well-resourced role play, such as the current 'veterinary surgery' supports their imaginative development, as they tend to the 'poorly' animals, answer the telephone and write care plans. Children develop good problem solving and numeracy skills using resources depicting numbers and counting and sorting equipment. They develop good communication, language and literacy skills through story times and daily circle time.

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	3

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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