

Whitton Playdays Playgroup

Inspection report for early years provision

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Inspector

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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*.

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

Whitton Playdays Playgroup is privately run. It was registered in 1992 and is situated in Whitton, Middlesex. It operates from Whitton Church and includes a large hall, toilets, kitchen, side room and outside play area. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 30 children aged from two years to the end of the early years age range at any one time. The provision opens five days a week during term times, from 9.15am until 12.00 noon. There are currently 45 children on roll. Children attend for a variety of sessions. The provision supports children with special educational needs and/or disabilities. It employs seven members of staff, of whom four hold appropriate early years qualifications to at least level 2 or 3. One member of staff is working towards an early years qualification. The setting is not in receipt of funding for the provision of free early education to children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met through effective partnership with parents and other agencies. Staff interaction and communication with children during their play is a key strength of the provision. Consequently, children make good developmental progress. The manager consults with staff, parent's and children and introduces changes that lead to continuous improvement. She has a good knowledge of the strengths and most weaknesses of the provision. However, some aspects of good practice have been overlooked.

What steps need to be taken to improve provision further?

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

- improve the range of resources available each day to promote children's physical development
- improve the opportunities for children to express their creativity through dance and movement
- establish a two-way flow of information with other early years provision, sharing information about children's next steps for development to ensure continuity and progression.

The effectiveness of leadership and management of the early years provision

The named child protection officer has a good knowledge of child protection procedures approved by the Local Safeguarding Children Board and understands

her responsibility to protect the welfare of the child. She updates her knowledge by attending training and works closely with staff to support them and ensure they have a good understanding of their responsibilities. Staff make good use of risk assessments which include a daily check list that is used to reduce hazards and maintain children's safety. Self-evaluation is good. The manager encourages staff to share ideas, consult with children and parents and introduce changes to the provision. Staff use questionnaires' to ask children what they like and don't like and act on this information to adapt activities. Recommendations from the last inspection have been met.

Staff are well deployed and work well as a team. This can be seen as children move freely between the inside and outside play areas, throughout most of the session. Children make good use of the age appropriate resources which are made easily accessible both inside and outside. They take part in activities related to different cultural events. For example, preparing and eating stir fries for Chinese New Year and sharing traditional Polish food, brought in by parents. Children have access to a good range of resources that provide them with opportunities to learn about other people's lives and diversity. For example, books about beliefs, dressing up clothes and puzzles that include writing in other languages.

The provision works extremely well in partnership with other agencies involved with children and their families. For example, portage workers and speech and language therapists. However, staff have not established links with other early years provisions that children attend, which restricts the opportunities to share priorities for learning and provide continuity. Parents are given good information about the provision and their children's progress through daily communication and annual meetings. They receive half-termly newsletters which include general information about activities and events. The provision welcomes parental involvement, which in the past, has included visits from a parent police officer. Parents' comments at the time of the inspection, show they are happy with the provision. For example, they say 'I have recommended the provision to three people, my child loves coming, its very relaxed, the staff have a fair approach and they are very good about children's safety and security' and 'I like the care and the dedication of the staff, I don't feel they could get any better'.

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

Children make good progress in relation to their developmental starting points. They are fully included in all aspects of the provision and are provided with additional one to one staff support, according to their individual needs. Staff join in children's play and introduce activities that provide them with a good range of experiences that promote most aspects of their learning. For example, they collect and measure levels of rain in containers in the garden, use growth charts to measure children's height and make sandwiches and summer tarts. Staff make good use of observation and assessment to identify and record children's progress. They know each child well and can identify learning priorities. Children who have special educational needs are well supported in their learning, through the

provision of one to one care and the effective implementation of individual education plans.

Children are happy, independent in their play and well behaved. Staff quickly intervene when there are minor incidents and set clear boundaries. Children form good friendships and can clearly remember the rules for behaviour during group discussions. Consequently, they are aware of what is expected and learn to be kind to each other. Children are motivated and enthusiastic learners and often choose to play with others in small groups. Their interest in books is successfully promoted through story times and visits to the library. They listen attentively as staff tell traditional stories, without using books and some can remember and say familiar parts. Children make marks in media, such as sand and whilst using drawing resources. They can recognise and find their name during self-registration and some attempt to write their name on their pictures, for example, when painting at the easel.

Children learn about the environment, as they take it in turns to visit recycling facilities. They learn about life cycles, as they look at chickens' nests and eggs and talk with staff during small group activities. Children plant cress seeds and occasionally use gardening tools in the outside play area, which helps them to learn about how things grow. They make their own designs using creative and construction resources. Children have access to programmable resources that include an interactive globe, calculators, shop till, phones, and toy laptops. They develop coordination, as they independently use balancing tubs and show skill and control as they manoeuvre wheeled toys in the outside play area. There are a good of range of resources available to promote children's physical development, such as a tunnel, tent and slide. However, these are not made available everyday, which limits the opportunities for children to test and stretch their abilities.

Children develop their creativity, as they paint at an easel and make collages, using glue and tissue paper. Staff ask children to help prepare the resources, by scrunching up the paper, which successfully promotes their enthusiasm for taking part. Children develop their senses, as they play with sand and water and transfer them into different sized containers. They enjoy playing imaginatively and make good use of role play resources as they pretend to be 'chefs'. Staff sit with children and play musical instruments. Their positive involvement captures children's interest and they are encouraged to listen to the different sounds and play the instruments at different volumes. However, there are limited opportunities for children to move creatively to music and follow movements, which restricts this area of their development. Children learn about their own safety, as they take part in fire evacuation procedures and confidently remember and talk about 'stranger danger', during large group discussions. They are provided with healthy food at snack time and develop independence as they cut up fruit and pour their own drinks of milk or water. A poster displayed in the cloakroom helps children to learn about hand washing procedures and how to prevent the risk 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
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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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