

North Romford Community Association Playgroup

North Romford Community Centre, Clockhouse Lane, Collier Row, Romford, Essex, RM5 3QJ

Inspection date	05/10/2012
Previous inspection date	28/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, keen to learn and rapidly growing self-assurance because of the warm relationships quickly established with staff and the interesting experiences provided for them.
- Staff make clear their expectations for children's behaviour, including how children should care for their environment and the toys and resources within it. Children respond positively, doing what is asked of them behaving well and developing their ability to share and take turns.
- The manager and her staff team have a shared ambition to improve the provision to promote learning and development for all children.
- The implementation of mainly clear systems promotes children's health and safety. The playgroup is securely maintained, supervision of children is effective and staff continually risk assess all areas used by the children to ensure potential hazard are minimised.

It is not yet good because

- Planning does not reflect the individual needs of all children attending the playgroup.
- The system of self-evaluation is in the early stages of development and has yet to be used to fully monitor all areas of the provision. Targets for development are beginning

to be identified, however, improvements have yet to be fully implemented to ensure children benefit from improved practice in all areas.

- Children do not have access to a full range of information communication and technology resources to support their learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with available staff, parents and held discussions with the manager.

- The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and staff suitability records.

Inspector

Alexandra Morgan

Full Report

Information about the setting

North Romford Community Association Playgroup was registered in 1996. It operates from one room within the community centre in Collier Row, in the London Borough of Havering. A secure enclosed outdoor play area is available. The playgroup is funded to provide free early education to children aged three and four years. It is registered on the Early Years Register. The playgroup is open each weekday from 9.15am until 12.15pm, during term time only. There are currently 36 children aged two to four years on roll. There are six members of staff, of whom four hold relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Improve the planning to ensure it reflects the individual needs, skills and interests of all children.

To further improve the quality of the early years provision the provider should:

- Improve the programme for understanding the world by: providing a range of programmable toys, as well as equipment involving information, communication and technology, such as computers.
- Develop further the process of self-evaluation to fully monitor all areas of the provision and ensure planned actions to overcome weaknesses are concerted and effective
- Develop arrangements for regular staff appraisals to be carried out to identify any training needs and secure opportunities for continual professional development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The atmosphere of the playgroup is calm and purposeful. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. Children clearly enjoy learning through play, entering happily and eagerly choosing what they wish to do from the range of resources offered. They explore and play displaying emerging levels of independence and demonstrate a positive attitude towards learning.

Staff have a developing understanding of the learning and development requirements. They observe the individual children's progress and record their development in their profile folders. However, they currently do not use these effectively to plan and provide relevant experiences to meet the individual learning and development needs of all children.

Attentive staff play alongside the children offering gentle support and encouragement enhancing their skills with individual attention. Staff promote children's communication and language skills through the range of activities offered. For example, the children eagerly join staff in singing familiar action songs and rhymes. Staff move around the playroom joining in with children's play, talking to them clearly and extending their vocabularies as they describe what they do. For example, when using scissors children are encouraged to 'snip, snip' as they cut through the paper. Staff use correct grammar when speaking to children, so providing effective role models. The children develop their physical skills outdoors enthusiastically using the slides, cars and scooters. Children show skill in making toys work as they know to press the buttons to operate the till when playing 'shops'. However, opportunities to develop older children's skills are limited as there are few information, communication and technology resources available.

The key person system supports effective links with parent and carers. Staff obtain information about the children's interests at the start of the placement and subsequently provide resources to aid the settling in and initial assessment process. Staff communicate with parents on a daily basis and parents have regular opportunities to view their child's profile folder. They are encouraged to share information about home experiences through the use of 'Betsy Bear', the cuddly toy that children take turns to take home.

The contribution of the early years provision to the well-being of children

The well deployed staff continually supervise the children which helps to protect their health and safety. Staff are always available to provide support for children's care needs, such as a lap to have a cuddle or someone to help with nappy changes when needed. New starters settle quickly into the playgroup due to the effective settling in systems, resulting in most children separating from their main carer with ease. Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Staff intervene quickly and positively resolving minor conflicts between children amicably. In this small playgroup, all staff know each child but they form particularly close bonds with the children and families for whom they take special responsibility.

Children's understanding of safety is threaded through the daily routine. They abide by the safety rules when going outside and learn that resources, such as soil and simple tools, must be used with care. They are given time and encouraged to complete self-chosen tasks, such as trying to put on their own coat or wellington boots before going outdoors. Complying with these expectations and learning self-care skills means children enjoy their playgroup experiences and have some emerging skills for their eventual move to school. Children are developing an awareness of a healthy lifestyle. They are provided with a

choice of healthy and nutritious snacks that include fruit and vegetables which they are encouraged to try. Drinks are readily accessible to children to ensure that they remain well-hydrated throughout the morning. Children have regular opportunities for physical play and fresh air outdoors in the large, secure garden. Visitors to the playgroup include the lollipop lady and a dentist who deliver important health and safety messages to the children.

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

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. The manager recognises the importance of providing opportunities for staff, parents and children to contribute to the self-evaluation process. However, the system of self-evaluation is not fully developed. Although, the playgroup has started to identify some realistic future targets for further development, they have yet to fully implement their planned changes to ensure that children benefit from continued and improved practice in all areas.

Safeguarding regulations and duties are met. Staff have a good understanding of the indicator signs of abuse and know the procedures to follow to report concerns. The designated person has attended safeguarding children training and relevant guidance documents are in place to support practice. Vetting procedures and recruitment procedures for all adults who work with the children or come into contact with the children are secure. This checks that staff are suitable to work with children before they have unsupervised access to them. Staff appropriately supervise the children and carry out regular risk assessments of the premises, environment and equipment.

The manager monitors staff performance informally through observations and working alongside the staff. This results in an effective staff team who work well to meet the needs of children. Staff are supported to attend some courses and gain additional qualifications. The manager provides a positive role model for this. However, formal appraisals are not in place to ensure that the training needs of staff are accurately identified and any concerns addressed.

The effective key person system enables staff to establish close working relationships with parents from the outset, in order to secure continuity of children's care. Effective procedures are in place to work with parents and, as a result, parents speak warmly of the care and learning the children receive. An informative parent's pack, along with displays of important information, means that parents are well informed about the playgroup from the start. They are kept up to date about their child's learning through daily verbal feedback and newsletters. Specific parent consultation meetings also take place twice per year, when parents are invited into the playgroup to formally share their child's progress in playgroup and at home. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	118553
Local authority	Havering
Inspection number	813567

Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	36
Name of provider	North Romford Community Association
Date of previous inspection	28/11/2008
Telephone number	01708 766308

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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