

# Crowned Kids Playgroup

523a Gale Street, Dagenham, Essex, RM9 4TP

<b>Inspection date</b>	28/09/2012
Previous inspection date	07/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have good awareness of how young children learn. They use their knowledge well so that all children make good progress from the start of their time at the playgroup.
- The successful key person system has led to the development of warm and secure relationships with families and children. There is a high degree of trust and an appreciation of the help given in accessing specialist support when this is needed.
- Children are happy and eager to learn because of the good relationships with staff and the opportunities they have to develop their independence in an interesting and stimulating indoor learning environment.
- Staff give high priority to children's language development. They extend children's understanding and use of vocabulary through interesting conversations and effective questioning techniques.
- The manager carries out effective monitoring and supervision meetings, encouraging each member of staff to contribute to the self-evaluation process through their identified area of responsibility. These systems drive improvement well.

### It is not yet outstanding because

- Systems for staff and families to regularly share children's records are not fully established. This means that some opportunities for supporting and extending children's learning in the playgroup and at home are missed.
- Children are not encouraged to develop their skills and understanding of how to use

information and communications technology (ICT) in a wide range of different situations in the learning environment.

### **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 activities indoors and outside during the walk to the park and shops.
- The inspector completed a joint observation with the manager.
- The inspector reviewed a representative sample of children's assessment records and some planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector sampled other documentation including that relating to the suitability and qualifications of practitioners working with children, and the provider's self evaluation process.

### **Inspector**

Jacqui Hardie

## Full Report

### Information about the setting

Crowned Kids Playgroup registered in 2009. It is a privately owned playgroup and operates from the Worshipville Christian Centre which is situated in the London Borough of Barking and Dagenham. Situated on the first floor of the Co-operative shop, access to the playgroup is via a flight of stairs. The local area is used to provide children with daily access to outdoor activities.

The playgroup is open each weekday from 7.30am to 6.00pm for 52 weeks of the year. It closes for a short period over Christmas. There are currently 21 children on roll, aged from two years to the end of the early years age group. The playgroup receives funding to provide free early education for children aged three and four years. It currently supports children with special educational needs and/or disabilities and children learning English as an additional language. There are seven staff working with the children. All staff, including the manager, hold appropriate early years qualifications and one member of staff holds Early Years Professional Status.

### What the setting needs to do to improve further

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

- improve the range of ICT equipment available to children across different areas of the learning environment
- further develop opportunities for parents to review their children's progress and contribute to their children's records.

### 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. Staff's knowledge of children's interests and next steps results in sustained and concentrated periods of play. This purposeful play results in all children making good progress from their different starting points. Children are confident in exploring and talking about what they can do with resources and create and solve their own problems. For example, one child spent a long time exploring how to use different sized brushes and their fingers to mix paint and sand together. They were able to talk about what changes they could see and the patterns they

made in the mixture, showing good language skills.

Children have a real pride in their playgroup and take an active role in taking care of their environment because of the emphasis staff place on this. For example, one child noticed that a member of staff was sweeping up some compost with a large brush. They explained, "I'm going to help you tidy", and independently found the dust pan and brush and started to sweep up alongside the member of staff.

The impact of involvement in a special language programme can be seen through staff's effective use of good questioning techniques and vocabulary to support and extend children's play. As a result, children make good progress in their communication and language skills and are confident in communicating their needs to other children and adults.

The high priority staff place on language impacts positively on children's imaginative play. Older children's play is made up of detailed stories and interesting words. Adults make very good use of resources and actions to introduce and reinforce new words and phrases. This teaching helps children to develop a fast growing vocabulary, which they are able to apply accurately to their play. For example, one child copied the adult's actions while exploring the sand and paint mixture, before explaining "Look, I'm squeezing the slime and it's coming out of my fingers". Children have some access to technology, such as keyboards and phones, which effectively supports the development of their language, but staff do not use a wide range of information and communication technology resources, which would help children prepare for their eventual transfer to school.

Children's hand and finger control is well developed due to the range of resources and experiences staff provide across many areas of the playgroup. For example, they demonstrate great dexterity as they accurately join pieces of construction kit together and wrap pieces around their arms to create bracelets. Daily routines, such as self-registration time, provide older children with opportunities to recognise their names and those of their friends. All children learn about rhymes and songs through singing with great enthusiasm. For example during the walk to the park, children sang 'Row, row, row your boat' varying the volume of their singing to anticipate the 'snapping' of the crocodile. Older children enjoy looking at books and because of effective modelling by staff. They are beginning to show an understanding of the conventions of how to use books properly as they pretend to 'read' stories. Staff use walks in the local environment to develop children's listening skills. Children are confident in using their voices to make a range of different sounds to represent what they hear.

Since the last inspection, staff have provided a range of experiences which help to develop children's early mathematical skills well. For example, a low-level interactive display allows younger children to explore ideas such as 'full' and 'empty', whilst older children are able to identify numbers displayed on bags.

Planning is based on the needs and interests of the children because all staff contribute to ideas for future planning. These plans are based on daily observations of children's play and learning. Staff use their good knowledge of children's individual needs to inform these opportunities. Staff plan the indoor learning environment so it offers a range of high

quality resources to enhance and extend children's learning. Children select resources to support their learning independently as these are clearly organised in accessible storage units.

Significant improvements have been made since the last inspection to enable the playgroup staff to identify what children can do when they first start. Staff gain this knowledge through talking with parents and completing an 'All About Me' booklet. Staff now record children's achievements frequently and these are monitored regularly to identify progress and children's next steps in learning. For example, as a result of making changes to the writing area, there are significant improvements in boys' early writing skills, so they are better prepared for their future lives.

Although the playgroup does not have a dedicated outside area, staff make very good use of the local environment. Through this, they provide groups of children with interesting and meaningful daily outdoor learning experiences. Staff share the planned purpose for these visits and link this to future learning experiences. For example, staff explained that the children needed to visit the shop to buy seeds which they would be able to plant on their return to playgroup. The visit to the flower shop allowed staff to introduce new vocabulary. Children made choices and explained their reasons. One child explained that he wanted to buy a sunflower because "It's like the sun".

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

The effective 'key person' enables all children, including those who have recently started at the playgroup, to form secure attachments with staff and particularly with those who take special responsibility for them. As children arrive at the playgroup, they confidently separate from their parents and quickly settle into their play. For example, after finding a self-registration card with their parent, a child said 'goodbye' and joined in with the singing session led by their key person.

Positive modelling of learning and interacting by all staff impacts on the attitudes and actions of the children. For example, during snack time one child noticed that another child had knocked over their milk. They told them "Don't worry I can clean it up". The child returned with a cloth and wiped up the milk. Children gain the skills they will need to make a successful start to their school life.

The consistent reinforcement of positive behaviour expectations result in children knowing how to keep themselves and other safe. When preparing for their walk, one child told another "You have to hold my hand so you don't get lost". Children's good health is promoted through daily physical activities, either by using the large and exciting physical play space indoors or through walks to the local park. Children confidently negotiate equipment showing great imagination as they run, roll and climb. Older ones develop throwing skills as they accurately shoot basketballs into a net. Improvements since the last inspection to fire drill practices mean that all staff and children know what to do in an emergency.

Staff develop children's independence effectively through establishing daily routines that promote self-help skills. Children confidently pour their own drinks at the snack bar. At lunchtime they serve the freshly prepared food for themselves before tidying up their plates and cutlery when they are finished. Good modelling by staff of personal care routines shows the youngest children what to do, so they begin to wash and dry their hands independently. Again, staff are setting sure foundations for the move to full time education.

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

The well established arrangements for safeguarding mean that staff understand their responsibilities and are fully aware of the procedures to follow if they have a concern about children's well-being. The robust procedures for the recruitment and vetting of staff show improvements since the previous inspection. The detailed induction programme for new staff includes regular opportunities for the manager to monitor and evaluate understanding of the playgroup's policies and procedures. The manager places high priority on protecting children's welfare and has a good knowledge of the procedures to work with outside agencies when needed. Staff carry out comprehensive risk assessments on all areas of the playgroup, including the daily outings to the local community, to identify and address potential hazards effectively and minimise risks to children. They are proactive in sharing this information with children. This system helps staff support children in developing their understanding of how to keep themselves and others safe. For example, when getting ready for the walk to the local shops the children were able to talk about why they might need the first aid kit and what they might use from it if someone hurt themselves.

Self evaluation involves the whole staff team, who work effectively together to build on the existing good practice. A culture of continual improvement is embedded in the playgroup because of the manager's expectation that all staff take responsibility for an aspect of the action plan. Staff talk with pride about their achievements and confidently identify the next steps for improvements. Following training, one member of staff introduced a focus on sustained shared thinking across the playgroup. After evaluating the consistency of conversations, she produced a visual display with clear prompts for staff reference, with suggestions to support and develop children's language. The manager makes good use of a child tracking system to monitor all children's progress. Outcomes from this method are combined with the outcomes from the manager's session observations and are used as a basis for monthly supervision meetings with staff. As a result, all children achieve well and no group of children falls behind in their development.

Children benefit from the strong relationships between staff and parents. Parents speak positively about the playgroup, commenting on the quality of information received before their child starts at there. They value the daily verbal feedback about their child's care and learning. Many parents talk about how excited their children are in the morning and how they rush in to playgroup to find their key person. The playgroup has yet to fully implement their planned improvements to provide parents with regular meetings where

they are able to contribute to their child's learning. There are good links with the local school, which support children's continued learning and development across the Early Years Foundation Stage on their move to full time education. For example, in the summer term, children can dress up in school uniforms following visits to their new school. Playgroup staff liaise with school staff and share records. The manager has developed effective links with external agencies to support children with special education needs and/or disabilities. As a result, well-planned activities help children make good progress in their learning.

### What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
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

<b>Unique reference number</b>	EY391610
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	815977
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Crowned Kids Nursery Limited
<b>Date of previous inspection</b>	07/12/2009
<b>Telephone number</b>	02085954148

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## Type of provision

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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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