

Wells (All Saints) Playgroup

Inman Row, Woodford Green, Essex, IG8 0NH

Inspection date

25/03/2013

Previous inspection date

15/11/2007

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children are enthusiastic and independent as they freely access a wide range of resources in a welcoming and child friendly environment.
- The play areas indoor and outdoor are organised and laid out to provide a stimulating environment which enable children to make good progress in all areas of their development.
- Staff deployment is effective to ensure children receive high levels of adult supervision, engagement and support throughout the sessions.
- Staff have a good understanding of children's individual needs and work well with parents. They engage parents to support their child's development at home and be kept informed on a regular basis about their child's progress.

It is not yet outstanding because

- Although children enjoy outdoor play, they are not able to move between the indoor and outdoor area to further promote their learning experiences.
- Links with other settings are not robust to maintain continuity of care and learning, for children who attend other early years settings alongside this setting.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff interaction with children and parents.
- The inspector observed activities indoors and outdoors and additional resources.
The inspector looked at children's assessment records, planning documentation,
- staff records, policies and procedures and feedback gathered from parental questionnaires.
- The inspector carried out a shared observation with the deputy manager.
- The inspector engaged with parents to gain feedback on the service they and their child receive.

Inspector

Shaheen Belai

Full Report

Information about the setting

Wells (All Saints) Playgroup is a committee run provision which started in 1963 and became registered in 1992. The setting is situated within the premises of All Saints Church in Woodford Green, within the London Borough of Redbridge. Children have access to a large play area and associated facilities. Other members of the community share the church facilities. Children have access to an outdoor play area. The premises are within a short walking distance of transport links, schools, park and shops.

The setting operates each weekday, term-time from 8am to 4pm, to those who require an extended day. Sessions operate within these times from 9am to 12noon and 12noon to 3.30pm. A lunch club operates each weekday from 11.30am to 12.30pm, allowing children to have an extended session. The setting also offers before and after-school care, and holiday play scheme during some of the school holidays. The setting provides funded education for two, three and four year olds. There are currently 69 children in the early years age range on roll, attending both part-time and full-time sessions. The setting currently supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The setting employs 10 members of staff including the managers. Of these, five staff members hold appropriate early years qualifications. In addition, a number of staff are working towards a higher qualification or gaining a recognised childcare qualification.

What the setting needs to do to improve further

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

- give children as much opportunity as possible to move freely between indoors and outdoors throughout the day
- build on links with other early years settings children attend to ensure continuity of care and learning is further promoted through regular two-way communication.

Inspection judgements

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

The use of observations and assessments ensures staff have a clear knowledge of each child's individual development and learning journeys. The staff have a strong understanding of the Early Years Foundation Stage Framework which is put into practice

through the stimulating, interesting and varied activities on offer. The staff use relevant guidance to support them in completing relevant assessments and identifying children's next steps in their learning journeys. Effective systems are in place to ensure there is a regular exchange of information with parents. This ensures parents are aware of their child's progress and take a role in supporting their child's learning in the home. Staff work very well as a team, they have designated roles, responsibilities and their skilful engagement with children enhances their learning.

Children settle quickly, staff greet them and their parents warmly and this supports their sense of belonging. Staff are warm and caring in their approach, this helps children to separate from their parents. Children show high levels of independence as staff provide opportunities for children to develop in confidence and self-help skills. For example, children confidently select play materials of their choice from low, accessible and clearly labelled storage boxes. Children develop skills in using tools, as they serve their own snacks using tongs, and teapots to pour out their own drinks. Staff enable children of all ages and with differing abilities to benefit from all activities on offer. For example, children use a range of tools when they play with play dough or when completing creative activities. This allows them to operate simple cutters to cut out shapes with play dough or learn how to use glue sticks to stick different materials. Children are confident, focused and persevere with challenges for long periods. For example, staff offer a quality range of puzzles that demand different levels of skills. In addition, staff show a good awareness of how to extend children's learning further and introduce new challenges. This approach keeps children interested and allows them to address new challenges. The role play areas are very popular, children enjoy dressing up and exploring the use a wide range of props to extend their learning in imaginative play. Staff create dens and tents, which encourage children to use their imaginations, communicate with each other and take on specific roles. Staff take into account children's interests and accommodate this through the provision of appropriate resources, such as a stage platform provided in the garden with musical instruments for children to perform their songs and play music. The book area is busy and explored by all ages; photograph books created by staff with parental involvement enable children to settle better as they see familiar persons in their life. Children show good progress in their early writing skills from the wide range of creative activities offered. They are encouraged to 'write' their names on their own work, and use writing material throughout the day, such as chalks and white boards. Creative and messy play offer children opportunities to explore a range of textures and materials. Children are skilled in operating resources for information and communication technology. They learn to operate computer tablets, operate calculators and take photographs of each other. The children benefit from a stimulating outdoor area. They enjoy the opportunities to explore gardening, the effects of the weather and have opportunities to develop climbing, balancing and wheeled resources to steer. However, outdoor play is not always freely available, to enable children to extend their learning outside.

Management work closely with key persons to complete progress reports to pass on to schools that children will attend. Staff accompany children on visits to their new school, and welcome visits from the teachers to the setting. These systems make sure children are well prepared for their move to school.

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

Children are familiar with the staff that care for them, and demonstrate they have close bonds and trust the adults who care for them. Children receive cuddles, praise and recognition that promote their self-worth and self-esteem. Children present high levels of good behaviour, playing in harmony. They learn to share resources and develop nurturing relationships with their friends. This is because staff use effective strategies and positive distraction to address any issues of negative behaviour. Recognition is given to good behaviour through rewards of praise, stickers and displaying information about their achievements. Children also learn to take responsibility for their own behaviour and respect others. For example, they are confident in using the sand timers for popular activities; this enables them to learn about turn taking and sharing resources. Children are valued as individuals, as staff have a good awareness of children's individual needs. Key persons work closely with professionals to support children identified with special educational needs to implement any specific programmes or assessments that may be required. Children learn about diversity by experiencing a wide range of festivals, and using variety of toys and books that allow children to explore the differences in others.

Children's physical development is strongly promoted through the range of activities on offer. For example, children's gym equipment is very popular, allowing them to use an exercise bike or treadmill. Children use a range of tools to support their small muscle development. For example, they build with construction, use tongs to serve snacks, cut with scissors, and use rolling pins. Posters and books are accessible and visible to promote children's understanding of healthy eating, hygiene and about their bodies. Children also receive visits from professionals to help them learn to take care of their bodies. For example, the local dentist teaches them of how to look after their teeth. Staff respect children's privacy when changing nappies and log details of nappy changes to ensure details can be shared with parents. Children independently manage their personal needs, by using the toilet and washing their hands with guidance from staff.

Healthy eating is promoted and the food offered in the snack bar fully promotes this. Children are eager to make choices for themselves and serve themselves under staff guidance. They settle with bowls and drinks in small groups. They enjoy eating fresh and dried fruits, bread sticks, with water or milk. During lunch periods, children enjoy the food their parents provide. Staff encourage and advise parents on providing a healthy diet for their child's food. This is evident as children eagerly empty out the contents of their lunch boxes and set them out on the plates provided. Staff create a relaxed, sociable and homely atmosphere at meal times. This ensures children eat well and do not rush. They engage with staff that sit and eat their lunch with them, and develop good eating habits from observing their friends and adults.

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

There are good procedures in place to promote children's safety and ensure they are safeguarded through the implementation of the setting's policies and procedures. Staff are

knowledgeable about working with external agencies, should they have concerns about a child's welfare. Staff and the committee regularly review the policies and procedures, to ensure they are implementing these in practice and address any changes if required. Effective systems are in place for the recruitment of staff and assessing their suitability. Documentation is in place and supports children's safety and welfare. For example, records are maintained for children's attendance, medication administered, accidents and risk assessments undertaken. The majority of staff are trained in current first aid and this ensures that children receive prompt attention should there be concerns about their health or they are engaged in an accident.

Staff have established very good partnerships with parents and other agencies. For example, individual staff attend local cluster meetings with other providers and the setting receives regular visits from the local authority advisor. A committee that consists of parents, past and current, manages the setting. Management have introduced the use of parental questionnaires to gather feedback on specific aspects of practice. Management have found this a useful part of their reflective practice. Parents play an active and supportive role in the setting, such as being a volunteer or helping with fundraising. Parent volunteers are valued for the role they play and their positive engagement with the children. Staff are professional, yet friendly in their approach with parents and value their role in supporting their children's development at home. Management demonstrate the need to respect privacy and confidentiality when exchanging sensitive information with parents. This is difficult at times, as there is no office space. However, there is an area where staff may talk to parents and/or carers confidentially.

Parental feedback at inspection is full of praise and recognition to the staff. They also express their children's achievements in a broad range of areas that is supported within the setting from the range of experiences offered. A number of children also attend other pre-school settings. However, the partnership with these settings is not strong to ensure individual learning and development is fully supported through the exchange of regular and relevant information.

The provider recognises that there is always scope for improvement. They work with staff as a team to develop self-evaluation. They use an action plan to identify areas to develop and include parents as part of the process. Since the last inspection management have strived to meet all of the recommendations. This has improved learning outcomes for children, ensured required documentation and links with local schools are in place. Staff's professional development and the educational programme are monitored through regular staff meetings, staff appraisals, newly introduced regular supervision and peer-on-peer observations. Staff have designated roles and attend relevant training. They are encouraged and supported to work towards a higher qualification. All staff benefit from individuals attending training courses, as information is cascaded amongst the staff team at staff meetings. Children benefit from the systems of reflective practice, as management and committee members are committed to ongoing improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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 action. 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	128492
Local authority	Redbridge
Inspection number	908447
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	69
Name of provider	Wells (All Saints) Playgroup
Date of previous inspection	15/11/2007
Telephone number	020 8504 0216

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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, which are usually the childminder's 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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