

# Beacon Pre-School Playgroup

Beacontree Heath Methodist Church, The Broadway, Dagenham, Essex, RM8 1DZ

<b>Inspection date</b>	26/04/2013
Previous inspection date	28/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 with special educational needs and/or disabilities are well supported. There are strong links with external agencies to support children's individual needs.
- Staff have established good partnerships with parents to promote children's learning and interests.
- Children benefit from both indoor and outdoor daily physical play to support their well-being and physical skills.
- An established key-person system promotes children's individual care and learning.
- Children are making good progress in all areas of learning because staff have a good understanding of how children learn and support their future learning well.

### It is not yet outstanding because

- Children's artwork and creations are not displayed so that they can see and celebrate their achievements.
- Children's home languages are not routinely displayed to enable them to feel involved and valued and to support their communication and language skills.

## 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 looked at documentation, children's developmental records and planning.
- The inspector observed the staff and children during their play.
- The inspector completed a joint observation of a group activity with the deputy manager.
- The inspector discussed the setting's self-evaluation.

## Inspector

S Campbell

## Full Report

### Information about the setting

Breacon Pre-School Playgroup registered in 1993 and is managed by a committee. It operates from three rooms in Beacontree Heath Methodist Church. The playgroup is located in a residential area of Beacontree Heath, in the London Borough of Barking and Dagenham. Children have access to an enclosed outside play area.

There are currently 46 children from two to under five years on roll. The pre-school serves the local community and children attend a variety of sessions. The playgroup receives funding for the provision of free early education to children aged two, three and four years. The playgroup currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The playgroup is open each weekday, from 9am to 12pm during term time only. The playgroup employs ten members of staff, all of whom hold appropriate early years qualifications. The playgroup receives support from the local authority and the Pre-School Learning Alliance.

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

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

- support children's personal, social and emotional development and creativity by displaying children's artwork to help them to see their work as unique, valuable and something they can refer to
- extend opportunities to enable children and parents to see their languages reflected in the setting to encourage them to feel involved and valued, and develop their communication, for example by displaying words from different home languages.

### Inspection judgements

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

Children make good progress in their learning and development because staff have a

thorough understanding of children's individual needs and interests. Staff obtain a useful range of information from parents about what children know and can do. An 'all about me' initial assessment record is completed alongside a language map and 'my essential first words'. Staff undertake a range of systematic observations and assessments to effectively track children's progress. Staff plan specific activities to support individuals and groups of children. Staff have a good understanding of the Early Years Foundation Stage. The required progress check for children aged two years is completed to effectively support children's future learning. Staff promote inclusion well and children who have special educational needs and/ or disabilities are effectively supported. Staff have a good understanding of children's individual needs to promote their care, learning and development. Consequently, all children are confident and enjoy their time at the setting. Children receive one-to-one support during the day while taking part in 'work stations' to effectively support their progress.

Staff ask children good open-ended questions to promote their language development and encourage responses. While playing matching games, children they take pleasure in talking to staff about how many cats they have and their names. Staff provide care for children who speak English as an additional language. However, their home languages are not displayed to help them feel involved and valued, and to fully promote their communication and language skills. Children enjoy practising early writing skills as they make marks on outdoor chalkboards and chalk on the ground. Children that are more able use some clearly identifiable letters to write their name on their artwork. This prepares them for their move to school. Children enjoy using a variety of puzzles, promoting their problem solving skills. Children enjoy singing a varied range of number songs, such as 'Five little ducks' to help them learn numbers. While playing on the trampoline, children that are more able take pleasure in counting their jumps to thirty and beyond. Children feel good about themselves as parents take their artwork home. However, children's artwork is not displayed to strengthen their feeling of belonging and take pride in their achievements.

Effective planning allows children to learn about varying aspects of living things and life cycles. They benefit from observing toad spawns and butterflies from the chrysalis stage. Children benefit from taking part in growing activities, for example planting carrots, tomatoes and pansies. They celebrate a varied range of community events to enable them to develop a good understanding of similarities, differences and the wider community. Children try a range of cultural dishes, such as Caribbean and Asian foods. While taking part in circle time sessions, children engage in singing and action songs to promote their imaginative skills.

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

Children are confident in their surroundings and they have developed strong relationships with staff and their key person. Children are cared for in an environment that is calm and relaxed. They are interested, and positively engage in the activities and resources on

offer. Children are well behaved. Through practical situations, staff talk to children about sharing and turn taking. This enables them to develop a good understanding of right and wrong. Children benefit from taking part in group games, such as using the large parachute. This enables them to gain a good understanding of working cooperatively with their friends.

Effective planning ensures children's play and learning is purposeful both indoors and outdoors. Consequently, children enjoy playing on the trampoline, writing and drawing with chalks, while others spend time looking at books with adults. Children use large apparatus indoors, such as hoops, bats, balls and skittles. This effectively encourages children to use a range of movements and promotes their physical skills. Children's independence is promoted well through everyday routines. They are encouraged to serve themselves and make choices at snack time. Children receive a varied range of healthy snacks enabling them to develop healthy eating habits. Fresh drinking water is readily available throughout the session, which allows children to think about their own personal needs. Children follow good hygiene practices to develop their awareness of good personal hygiene. Through group discussions children gain a good awareness of road safety, stranger danger and the importance of wearing seat belts.

Staff enable children to move freely between indoor and outdoor activities. Children confidently move from one activity to the next making decisions about their play and learning. Children have access to a good range of quality resources including toys that reflect positive images of diversity. Children's move on to school is supported well because invitations are sent to school staff to visit the playgroup. Progress reports are completed and shared with parents and schools.

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

Management and staff have a good understanding of child protection procedures to effectively promote children's welfare. Secure procedures are implemented, including informing Ofsted of any significant events. Staff have attended recent in-house child protection training, which underpins their knowledge and understanding. Management actively encourage staff to attend training, which helps support children in the pre-school. Regular staff appraisals and supervision identify any training needs to help to support staff in their role. This demonstrates a strong commitment to monitoring the teaching and learning. Staff work well as a team and good vetting procedures ensures suitable adults care for children. Staff are effectively deployed throughout the day to promote children's well-being, play and learning. Children are cared for in a safe and secure environment because risk assessments are carried out on areas used by children. Staff maintain required documentation for the safe and efficient management of the setting.

Staff have established good relationships with parents. They are readily available at the beginning and end of the session to talk to parents. From the outset parents contribute to

children's assessments enabling them to support their learning and development. Parents are encouraged to be involved in children's activities, for example during a recent project looking at frog spawn. Staff work well with outside agencies involved in children's care. A good two-way flow of communication ensures children's individual needs are known and met. Regular meetings are held in partnership with parents and external agencies to effectively support children's learning and development.

There are good processes in place for self-evaluation. The setting receives ongoing support from the local authority enabling them to identify strengths and areas for improvement. Consequently, the staff are working towards further developing literacy and mathematics, as well as an art area and the use of real food in the role play area. Following parental feedback, staff are working toward planning short trips in the local community with parent's participation. Since the last inspection, staff have effectively addressed the previous recommendation to promote good outcomes for children. Planned enjoyable activities help children learn about themselves, others and the wider world.

### **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

<b>Unique reference number</b>	100209
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	910857
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Beacon Pre-School Playgroup Committee
<b>Date of previous inspection</b>	28/11/2011
<b>Telephone number</b>	0208 595 4611

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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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