

# Acacia Playgroup

Malden Wanderers Clubhouse, Cambridge Avenue, New Malden, Surrey, KT3 4LE

<b>Inspection date</b>	19/03/2013
Previous inspection date	06/10/2010

<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

- Children are keen to come in to the pre-school and are motivated in their learning.
- Staff work hard to create a welcoming and stimulating environment for all children.
- Staff support children with additional needs exceptionally well.
- The management team are very enthusiastic, motivated and inspire staff. They play an active part and role model good practice.

### It is not yet outstanding because

- Children are not always supported develop their writing and letter recognition skills, for example, by writing their own names independently on their creative work .
- Systems to gather information about children's achievements to help staff assess their starting points in their learning are not sufficiently effective to enable staff to plan from the outset of the placement.

## 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 completed a joint observation with the manager.
- The Inspector spoke to several parents to gain their views.
- The inspector observed staff and children in the hall and outdoor area and spoke to staff at different times during the inspection.
- The inspector spoke to the manager at a convenient time to discuss emerging issues.
- The inspector viewed a range of documentation including policies and procedures, staff files, children's records and progress records.

## Inspector

Lorraine Sparey

## Full Report

### Information about the setting

Acacia playgroup opened in 1955 and operates from a large hall in a cricket pavilion in New Malden, Surrey. The hall backs directly onto the fenced cricket ground of the club and has a covered patio area, which children use for outdoor play. The playgroup opens each weekday from 9.15am to 12.15pm, term time only. The playgroup is registered on the Early Years Register and both parts of the Childcare Register. There are currently 68 children in the early years age group on roll. The nursery currently supports a number of children with special educational needs and/or disabilities and children who learn English as an additional language. There are 14 members of staff who work with the children, of these, 12 hold appropriate early years qualifications. The manager holds qualified teacher status (QTS)

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

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

- strengthen the systems to gather information from parents with regards to children's developmental achievements, to help inform the assessment of starting points and planning of their learning and developmental progress
- support and scaffold individual children's writing skills as opportunities arise. For example, by encouraging them to write their own name on their work.

### Inspection judgements

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

Children clearly enjoy their time in the setting. They are eager as they arrive to separate from their parent and carer and engage in activities of their choice. Skilled staff show a genuine interest in what children are saying and doing, supporting their independence well. Children participate in a balance of adult-led and child-initiated activities. For example, children are encouraged to use the photocopier and investigate how different objects appear on the paper. They spend considerable time with staff adjusting the controls until the children are satisfied with the end result. They excitedly look and compare the image with the actual object. Children thoroughly enjoy using the well-resourced role-play area. They develop their own ideas and at times their play is extended

through staff actively supporting them. Children gather different vegetables and the adult suggests going shopping. They talk about how much the different vegetables cost and how to prepare them for their dinner. The member of staff introduces new words such as 'colander' as they pretend to wash the vegetables using the equipment. Consequently, children are developing the skills to move onto the next stage in their learning or the move to school.

Children's communication and language is particularly well supported. Staff use Makaton throughout the session enabling all children to communicate with them and each other. There are a high number of children with additional needs including those who are learning English as an additional language. Staff speak their home language and provide valuable support in helping the children to gain confidence in becoming bilingual. Children listen attentively to well read stories; they actively participate and clearly enjoy choosing the story. Children have many opportunities to develop early writing skills in a variety of different medias such as paint, crayons and in the mud using twigs. However, at times staff automatically write children's names on their creative achievements when they are capable of doing so themselves.

Staff complete observations and assessments on the children during their play. They gather some information from parents and involve them in their children's ongoing learning. However, the information gathered with regard to children's development and achievements at home before they start is inconsistent. Therefore, staff cannot always plan effectively from the outset. Staff complete an individual development plan for each child. This generally takes six weeks and therefore this does not fully support staff in planning from day one for each individual child. Staff complete the progress check for children aged 2 to 3 years and involve parents in this process.

Children have good opportunities to play in the outdoor area. Staff provide good resources to enable children to be involved in a wide range of activities throughout the sessions. Children explore musical instruments and others choose to draw using chalks. In all areas management provide good prompts for staff and students to support and extend children's learning.

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

Children are becoming confident and motivated learners. Staff provide well-planned opportunities for children to increase their independence and develop new skills. This is particularly evident during snack time. Children confidently choose their name label and put it on the board to indicate they would like their snack. They automatically wash their hands and use tongs to pick up fruit and vegetables of their choice from the buffet cart. They sit together at the table and use tools such as knives and chopsticks with increasing competence. Children are encouraged to put their plates, cups and unwanted food in the appropriate containers. This supports their understanding of recycling and looking after the environment. Each morning staff choose a child to be a special helper. They help to take the register, choose a book for story time and shake the tambourine for the children

to recognise that it is group time. At the end of the session the child receives a certificate and a sticker. They show a great sense of achievement and pride as staff present these.

Children learn good hygiene routines from an early age. As they wash their hands they are encouraged to sing a song which acts as a prompt to remember to wash in between their fingers. Children delight in singing the song for a visiting adult as they wash their hands. They learn about safety as staff are positive role models and give clear explanations about keeping safe. For example, they encourage children to use their walking feet while indoors. Staff demonstrate how to use the equipment safely and support children in learning these skills. For example, children are encouraged to use scissors to cut out their egg pictures during a creative activity. Children show high levels of concentration as they cut around the line. Staff support children initially by using training scissors before they are confident to move on to using them independently.

Children behave well and are developing good relationships with staff and the other children. There are some strong friendships developing, building children's confidence and self-esteem. They learn to respect and value others through well-planned activities and staff role modelling. During registration the manager constantly praises children for good sitting and good listening. As staff say good morning children respond by saying good morning back. There are golden rules displayed and children understand that it is part of the 'Golden Promise' to follow these rules. These are three simple statements, kind hands, kind feet and kind words. Consequently, children quickly learn about the boundaries and expectations. Children cooperate as they use programmable remote controlled toys and equipment. They wait patiently and take turns in using the resources.

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

Management and staff demonstrate good knowledge and understanding of the safeguarding and welfare requirements. They are clear on the settings policies and procedures including the safeguarding policy. Staff attend training to keep their knowledge up to date. Consequently, a high emphasis is placed on keeping children safe. There are good recruitment procedures to enable management to appoint suitable staff for different roles. Staff are required to complete an annual declaration to support their ongoing suitability. All staff undergo a thorough induction and annual appraisals to review their knowledge and skills on a regular basis. Staff identify any training courses or workshops they would like to attend for their personal development. The staff team work very well together and there is clear leadership from the enthusiastic manager and deputy. As a result staff report that they feel well supported and valued. There are detailed risk assessments in place to enable staff to provide a safe and secure environment where children can freely move in safety.

There are effective systems to monitor and evaluate the whole provision. The management and staff complete a self-evaluation form identifying areas that they are doing well and areas for development. They participate in a local authority quality

assurance scheme. There are regular staff meetings to enable staff to share their ideas. Parents and children are encouraged to share their views through informal discussion. The setting receives regular visits from the local authority and any suggestions they make are implemented. For example, the group has developed relationships with all schools in the area. There has been good progress towards meeting the previous recommendations from the last inspection. For example, each child has their own individual development plan and children now use a wide range of equipment such as digital cameras, programmable toys and computers.

There are good systems in place to enable management and staff to monitor the learning and development requirements. Staff review children's learning journeys and activities are evaluated. This enables staff to make sure all children are progressing well in their learning and development.

Staff foster excellent relationships with parents and carers. They receive good quality information about their children's progress. They meet regularly with staff and are encouraged to be involved in developing the children's individual development plans. Parents report that staff know their children's 'individual personalities and needs well and as a result their children are happy and making very good progress'. Parents state that the staff 'provide a fun environment where children have good opportunities to learn'. There are good systems in place to share information with other early years settings and professionals. Staff worked closely with other variety of early years professionals to enable all children to reach their full potential.

### **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>	131800
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	813765
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Acacia Playgroup Association
<b>Date of previous inspection</b>	06/10/2010
<b>Telephone number</b>	07976043669 07711459349

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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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