

Alton Community Playschool

Fontley Way, Roehampton, London, SW15 4LY

Inspection date

Previous inspection date

18/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 promote effective partnerships with parents, which means they know and meet the individual needs of each child well.
- Staff are kind and caring towards the children and have high expectations of them.
- Effective planning means the children take part in activities that are fun and challenging, which means they make good progress.
- Staff have created a warm welcoming environment for the children, which helps them to feel settled and secure.

It is not yet outstanding because

- Staff do not consistently involve parents in the self-evaluation process, which slightly reduces opportunities for them to contribute their views about the provision.

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 children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full Report

Information about the setting

Alton Community Playschool was registered in 2011. The nursery was previously registered in 1985 operating from other premises. The nursery operates from purpose-built premises with direct access to an enclosed garden for outdoor play. It is situated in the London Borough of Wandsworth. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 33 children on roll, all of these are in the early years age group. The nursery staff support children who have special educational needs and/or disabilities and who are learning English as an additional language. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open from 9 am to 12 noon and 1 pm to 4 pm Monday to Friday, term time only. Children attend for morning or afternoon sessions. The nursery employs eight members of staff. Over half of the staff hold a recognised early years qualification to at least a level 2 and above. The deputy manager holds an early years degree.

What the setting needs to do to improve further

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

- develop consistent practices for including parents' contributions to the self-evaluation process.

Inspection judgements

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

The children play and learn in a busy, happy atmosphere. Their learning and development is enhanced by staff who are enthusiastic and motivated in their roles. The staff plan a good range of play and learning experiences that excite and challenge the children. Plans are implemented successfully by staff that have a secure knowledge of how to promote the learning of all the children. Staff deliver activities according to children's needs and interests. They use successful teaching techniques to engage children during play and encourage learning across all areas. For example, a topic on teeth supported children to understand about good dental hygiene. Staff promoted this in various ways such as teaching them about practical cleaning, encouraging painting activities with toothbrushes and counting the teeth in a crocodile's mouth.

Children are enthralled by a story and are excited to join in as they remember about splashing in puddles. Staff remind children how they use umbrellas in the garden in the rain. High quality staff interaction and good role modelling helps children to gain an

understanding of language. Staff encourage children to think for themselves. For example, staff ask the children to remember the ingredients for the biscuits they are making. Staff give children time to think and praise the children when they remember. Toys and resources are varied and suitable for the age group of children in the nursery. Staff respond to children's needs and interests. For example, children's interest in space has led to staff preparing resources and activities to further develop their curiosity. This demonstrates the staff's passion about their role and their understanding of meeting the needs of the children.

The outdoor play area offers space for children to develop their large muscle movements as they enjoy using a range of different play equipment. They skilfully balance and negotiate space as they move around on bikes. Children have fun as they build a house and hide inside. Staff enhance this activity by pretending to look for the children and there is a lot of laughter and a sense of fun. Children confidently make choices about play inside or outside and enjoy the garden. Staff make good use of displays, creating a visual environment that is appealing and beneficial to the children's learning. For example, they use labels with words and pictures to encourage children to think about words and how they carry information. Furthermore, children are learning how to communicate using sign language. They are very confident as they use the signs for family members and become very excited when staff show them the signs for the animals they have been singing about.

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

The key person system is effective and sensitive to the needs of all children and as a result, they form secure attachments and are confident. This confidence promotes a good level of well-being. The children move freely around the nursery, cooperate with their friends and are keen to share their activities with staff. They enthusiastically help to tidy away which shows a good awareness of responsibility within the nursery. Children's behaviour is very good and their sense of belonging is demonstrated by their familiarity in routines. Staff demonstrate a firm understanding of their role in managing children's behaviour appropriately. Their behaviour management strategies successfully help children to feel valued and respected. Children who are new to the nursery enjoy cuddles and affection from staff supporting feelings of safety and security. Staff help children to understand about keeping themselves safe for example they remind them to walk inside and to use their running skills in the garden.

The strong and very effective partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Children begin to develop good self-help skills, such as serving themselves at snack and mealtimes. They have use of small bowls and ladles which supports this skill. They have healthy choices at mealtimes as they enjoy fresh fruit and freshly cooked food that effectively meets their dietary needs. They energetically join in with physical exercise when playing outside. This provides children with firm foundations for developing a healthy lifestyle. The well-resourced environment and knowledgeable staff supports children's development well and promotes their growing independence skills. This is especially important as children

become older and prepare to move into school. The well-organised support provided by staff means children are prepared to make the move to 'big school' For example staff help children to recognise their own name and develop self help skills such as dressing themselves.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, all of the legally required documents, policies and procedures are in place. This successfully contributes to the safety and welfare of the children. The manager demonstrates a clear understanding in role in nursery resulting in the efficient running of the setting. For example she understands her role in keeping Ofsted and other agencies informed of any safeguarding issues in the nursery. In addition, she demonstrates how she takes decisive action to ensure all staff remain suitable to work with children. Effective and well-established performance management means staff are supported well in improving their skills, knowledge and practice. The manager works closely with the local authority to establish clear routes of support for all staff.

Staff are secure in their knowledge and understanding of the learning and development requirements and implement these effectively. This enables them to support children in making good progress in their learning. They maintain clear records of observations of each child, which are linked to the areas of learning and include details of the next steps planned for them. Children's achievements are consistently tracked to monitor their progress. Staff plan according to children's interests and needs. Self-evaluation is ongoing. The manager and staff work together to make changes in the nursery, such as establishing the layout of the rooms and the changes in the times the nursery is open. This has resulted in changes across the nursery to benefit all the children. This also shows a commitment to continual ongoing improvement. However, although the manager and staff talk to parents and take their views into account, there are no consistent arrangements for their comments to feed into the evaluation of the nursery. This means parents have fewer opportunities to contribute towards the ongoing improvement of the setting. Arrangements for safeguarding children are firmly in place. The implementation of the clear policies and procedures contributes to the safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. Through discussion, staff demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Recruitment and induction procedures are robust. As a result, suitably qualified and experienced staff care for children. Staff are very clear about their role in helping to ensure their work colleagues remain suitable to work with the children. They know who to report to in the event of a concern about another member of staff in order to promote children's welfare.

Partnership working with parents is good overall. There is much information available for parents in the form of notice boards and displays. There is a very effective two-way flow of information via discussions at drop off and pick up times. This provides valuable

information for staff to be able to meet the changes needs of the parents and children. Parents and grandparents speak highly of the caring, kind and attentive staff. All parents spoken to said they have a successful partnership with the staff in the nursery and this has helped their children to feel happy and safe. The staff work well in partnership with other professionals who support children in the setting, which helps to provide children with continuity of care and learning.

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	EY428900
Local authority	Wandsworth
Inspection number	939069
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	33
Name of provider	Alton Community Playschool
Date of previous inspection	not applicable
Telephone number	02087809100

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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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