

The Old Station Playgroup

33 Three Colt Street, LONDON, E14 8HH

Inspection date

Previous inspection date

14/11/2013

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 provide a stimulating environment where children enthusiastically follow their own interests. Consequently, children are making good progress with their learning and all-round development.
- Staff have a good understanding of how children learn best through play. As a result children are engaged, active and have fun at the playgroup.
- Children benefit from the free flow of activities between the indoor and outside areas. As a result, they are able to extend their learning and enjoy plenty of exercise.
- Children benefit from the strong partnerships that exist between the staff and parents and outside professionals because information is regularly shared to support children's care and learning.

It is not yet outstanding because

- Although staff interact with children to develop their understanding they do not always ask useful questions to encourage children to think and respond.
- Children do not consistently access technology resources, such as computers, to learn how to operate programmable equipment.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the children's rooms and in the outdoor area.
 - The inspector took the views of parents into account.
 - The inspector conducted a joint observation with the deputy manager.
- The inspector sampled a range of documentation including children's assessment records, planning documentation and evidence of suitability of staff working at the playgroup.
- The inspector held meetings with the managers and spoke with children and staff at appropriate times throughout the inspection.

Inspector

Debbie Buckingham

Full report

Information about the setting

The Old Station Playgroup is one of two nurseries run by Limehouse Arches Day Nursery Limited. It registered in 2013 and operates from two rooms in a converted railway arches building. Children have access to an enclosed outdoor play area. The playgroup is in a residential area in Limehouse in the London Borough of Tower Hamlets, close to public transport links, schools and parks. It is open each weekday from 9am to 1pm and 2pm to 5pm for 39 weeks of the year. There are currently 37 children on roll aged from two years to five years. The playgroup is in receipt of funding for the provision of free early education for children aged, two, three and four years. The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The playgroup employs eight staff, of whom six hold appropriate early years qualification.

What the setting needs to do to improve further

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

- ask children open-ended questions in order to make them think about what is happening and give a response

- provide opportunities for children to explore and operate computers in order to understand how to complete simple programmes and retrieve information.

Inspection judgements

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

Staff provide an interesting and stimulating environment where children are encouraged to explore and learn successfully through play. As a consequence, children are busy, active and motivated to learn. All children take full advantage of the free flow activities to the outside area where all children enjoy learning through investigation. For example, children collect soil to make mud cakes using kitchen tools in the mud kitchen. This not only demonstrates children's exploration into how to handle different types of tools and materials but also helps them to learn about weight and capacity. A variety of technological toys are available for children to operate mechanical toys. For example, they achieve sound effects from a carpet keyboard. However, children do not have access to a computer to begin to understand how to retrieve and operate simple programmes in readiness for school.

Staff ensure that the environment fosters children's growing literacy skills well, by

including meaningful text on displays and providing a good selection of reading books inside and outdoors. Consequently, children choose their favourite book and take it to staff to read to them. Children have opportunities to practise early writing skills by accessing activities both inside and in the outside areas. For example, low-level painting easels attract children's attention and sustain their concentration as they paint and make marks. This means that children are already making good progress in gaining the skills needed in their next steps in learning. Children are beginning to recognise letters and words. For example, upon arrival at the playgroup children select their name and stick onto the 'who's here' board. This demonstrates children's ability to recognise familiar letters and encourages initial sounds in words.

Staff interactions with children are good and generally promote children's learning well. However, during children's play and learning, staff do not maximise opportunities to extend children's learning and understanding. For example by asking open-ended questions that will encourage children to think and respond. Nevertheless, children are generally confident talkers who are able to convey their needs and wants. Staff promote children's speech by repeating unfamiliar words and praising their efforts. As a result those children, whose home language is not English, are becoming more confident to speak and their self-esteem increases.

Staff observe children and use their assessments of children's learning to plan interesting experiences for each child. Therefore, children are making good and in some cases, better than expected progress towards their learning goals. Partnership with parents is good. They make contributions to their children's initial assessments and share information about children's learning and interests. This enables staff to extend children's learning by planning activities that stimulate children's curiosity.

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

The effective key person system means that children quickly form strong attachments and staff successfully promote their well-being. Key staff work hard to develop strong relationships with parents and gain an understanding of individual children's care needs. For example, the playgroup offers home visits to all new parents. This enables the key person to become familiar with the child, gathering information about their individual needs, in order to help them settle more easily.

Staff share with parents the details of children's care and activities each day. This ensures there is a consistent and coordinated approach to meeting children's needs. Staff are deployed well throughout the playgroup and generally know when and how to effectively promote children's well-being and self-confidence. Staff encourage children's positive behaviour and as a result children behave well at the nursery.

The environment is stimulating, well resourced and offers plenty of opportunities for children to make positive steps in their all-round development. The soft play area enables children to fully explore movement and coordination, and negotiation of space. For example, children climb over soft shapes, clamber up steps and crawl through tunnels.

This means that children are not only enjoying exercise but are learning about how to take risks and protect themselves from harm. The provision of nutritious healthy snacks further support children to develop an understanding of the importance of good health. Staff encourage children to be as independent as much as possible and as a result are competent at managing their personal needs. Good strategies are in place to support children in transition to school. For example, key staff accompany children for visits to the school to meet with teachers and view classroom learning. This helps staff to ensure that children are well supported in readiness for their future learning.

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

The leadership and management of the playgroup are good. Managers have embraced the self-evaluation process by employing an audit company to observe and evaluate practice to improve outcomes for children. Consequently they have clearly identified areas of strength and areas for development. Managers and staff have a good understanding of their responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Monitoring of educational programmes and planning and assessment are thorough and ensure that children can experience a broad range of activities to help them progress to the early learning goals.

Partnership with parents is good. Daily discussions and access to the playgroup's website all contribute well to the working relationship and meeting the needs of the children. Parents offer positive feedback about the playgroup and value staff's expertise in the identification of children's developmental needs, that help them progress in their learning. Partnerships with external agencies and other providers are well established and mean that children benefit from and receive the support they need to make progress.

Managers and staff have good knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundations Stage and know how to identify and report concerns they may have about a child. Policies and procedures are effective and mean that children are safe while in the playgroup. A secure fingerprint system ensures that only those authorised to access the building can do so, which helps to keep children safe. Recruitment procedures are thorough and together with background checks, good performance management procedures and team meetings ensure staff remain suitable for their role.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY458790
Local authority	Tower Hamlets
Inspection number	914043
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	35
Number of children on roll	36
Name of provider	Limehouse Arches Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	0207 538 3355

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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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