

# Royston Playgroup

c/o Royston Primary School, High Street, London, SE20 7QR

<b>Inspection date</b>	19/11/2013
Previous inspection date	02/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The playgroup is welcoming and staff have warm and caring relationships with children, consequently children are happy and feel safe.
- Staff respond to children's individual interests, know the children well and use this knowledge to plan stimulating activities.
- The staff work as a team and keep good records of children's achievements, which results in children making good progress from their starting points.
- The staff team is reflective and enthusiastic about their work. Consequently, they identify strengths and areas for improvements and this enables them to make improvements to benefit the provision for all the children.

### It is not yet outstanding because

- Staff do not always encourage parents and carers to be fully involved in their children's learning, by suggesting ways they can further extend children's learning at home.

## 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 spoke to some staff and parents.
- The inspector looked at a sample of documents and policies including the risk assessments.
- The inspector conducted a joint observation with the manager.
- The inspector observed the staff and children during activities.
- The inspector read a sample of children's records of achievement.

## Inspector

Karen Callaghan

## Full report

### Information about the setting

Royston Playgroup opened in 1968 and registered in 1993. It operates from three rooms within purpose-built premises in the grounds of Harris Academy, which is situated in the London Borough of Bromley. There is an enclosed playground for outdoor activities. The playgroup serves the local community. Sessions are from 9am until 12pm each weekday and from 12.30pm until 3.30pm Tuesday to Friday. Children attend two to five sessions per week. There are currently 38 children on roll in the early years age group. The playgroup operates an inclusive policy and actively supports children with special educational needs and/or disabilities. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years. The playgroup employs six members of staff. Of these, four hold National Vocational Qualifications in childcare at level 3. Two members of staff hold qualifications at level 2. The playgroup has positive links with the main primary school. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- strengthen partnership working with parents and carers, for example, by suggesting ways in which they can support their children's learning at home.

### Inspection judgements

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

Teaching and learning is good. Staff have a good understanding of the educational programmes and have implemented effective systems for observation, assessment and planning. This enables them to successfully support children's learning and development needs. Staff give good priority to establishing partnership working with parents. They contribute through discussion to the initial assessment of their child as they start at the setting; they write their comments on the progress check at age two and have regular opportunities to see their child's ongoing record of learning. Staff make effective use of daily discussions with parents to talk about children's progress. However, they do not consistently encourage parents and carers to further support children's learning at home by suggesting ways to do this, to help children progress even further.

Children's learning records and the tracking system clearly show how all children make good progress from their starting points. The playgroup is particularly good at supporting the needs of children with additional learning needs by using professional advice from a range of agencies. For instance they use strategies from the speech and language service.

The staff utilise sign language and picture cues for children learning English as an additional language and those children who are developing their early language skills. This means that all children are developing the necessary skills they need in readiness for school. Staff foster children's communication and language well and appropriately model skills for language. They provide children with new words to increase their vocabulary and involve them in constant conversations. This helps to increase children's understanding of language and encourages their listening skills as they respond well to the staff's interactions. For example, staff talk to the children, showing them honeycomb, bark and leaves collected from the outside play area. They show children how to examine the objects in more detail by using magnifying lenses, to support their understanding of the natural world. The staff use books to extend the children's understanding and encourage them to draw what they can see.

Staff read good quality storybooks to the children who enthusiastically join in with actions and songs. Staff capture children's interest, who listen and participate imaginatively. This helps children to learn that print carries meaning and encourages an early interest in reading. Children have lots of opportunities to practise their writing skills both indoors and outside. There are note pads and paper with writing tools in the different play areas. Children delight in making their own class registers and lists of food when playing in the home corner. Children learn basic phonic sounds through rhymes and watching CDs. They learn to write the letters in their name and this helps them to gain confidence in their emerging writing skills. Children use information and communication technology skills efficiently. They use computer equipment to listen to and play educational games. Children learn about their own and other cultures and lifestyles through activities which support their understanding of their own community and the wider world. For example, they listen to the Hindu story of Rama and Sita as part of their celebrations of Diwali. Staff also deploy resources which help children to discuss differences. For example, they play with dolls and puppets, listen to multicultural music and love dressing up in a variety of costumes where they can act out different roles. They have the opportunity to play different musical instruments and learn to watch carefully, playing loudly and softly when the staff indicate with gestures.

Children enjoy being outside as the well-resourced and exciting area provides them with additional learning opportunities and physical activities. Children ride the wheeled vehicles showing developing skills with the pedals. They climb and slide and develop hand and eye coordination by throwing and catching. They learn to cooperate with others by playing in a large group using a parachute. Staff skilfully use questioning techniques to develop children's number skills by counting out measures when baking cakes. This clearly demonstrates the characteristics of effective learning children have because they are making predictions, thinking and working things out.

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

The effective key person system, together with a high level of adult attention and interaction ensures that all children feel secure and settle well. Staff quickly comfort any children who are upset and they are soon involved in a chosen activity. The children form

positive and trusting relationships because staff take time to get to know them and their families. Staff have a thorough knowledge of children's individual likes, dislikes and care needs. Staff support the children's personal, social and emotional development well. They promote children's good behaviour through the reinforcement of clear rules and boundaries and through staff offering regular praise and encouragement. This promotes and supports children's self-confidence and self-esteem. Children and staff also talk about the 'Golden Rules' during register time when they first arrive. The rules are put up on display in both playrooms as a reminder to the children, to help them learn about behaviour expectations. Children eagerly recall the rules, which include good sharing and walking inside. Staff promote a caring environment where children are supported as soon as they leave their parents and come into playgroup. This is evidenced by their engagement and enjoyment in their play and learning experiences. They interact well with their friends and staff. This provides the positive social support that assists them to be confident and independent.

Children learn how to keep themselves safe with the support of staff. Staff intervene as necessary to remind children of safe practices as they play, for example, holding on as they go up the steps from the outdoor play area. This develops children's understanding of wider safety issues. Children learn about being healthy as they eat a range of fresh fruit and milk or water at snack time. Before snack, staff remind children to wash their hands. Children develop some self-help skills and independence as they can freely access the bathroom area, pour their own drinks and clear away their dishes when they have finished their snack. All children attempt to put on their coats independently for outdoor play and older ones help the younger ones together with the staff. Children receive lots of positive praise, which builds their self-esteem and gives them a sense of achievement.

Staff promote children's good physical development and they enjoy outdoor play in the fresh air each day. This effectively supports them to enjoy a healthy lifestyle. Indoors, they have the opportunity to dance and move to action songs and rhymes. There is an indoor climbing frame used when the weather is particularly bad so that children can still enjoy physical play. Children's handling skills are promoted successfully, as they use drawing materials, paintbrushes and glue sticks.

The learning environment is very stimulating and the resources are of a good quality. All resources are labelled and are easily accessible for the children to choose their own materials independently. They are appropriate for the ages and development of the children and cover all areas of learning. Children can choose to learn both inside and outdoors. Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of the room, resulting in interesting, attractive and child-friendly surroundings. The many displays are particularly attractive with a mixture of children's own artwork and posters to stimulate learning in all of the seven areas of learning.

Children's transition to school is well organised to provide the children with smooth moves into full-time education. Staff liaise with teachers from the local schools and pass on relevant information about children's characteristics and achievements to aid continuity of care and learning. Staff recognise the value of meeting up with staff from other early years settings that children attend and the importance of assisting children's transitions to

school.

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

A dedicated parents' committee effectively leads and manages the playgroup, and, along with staff, promote good outcomes for children. Staff have a thorough understanding of how to safeguard children. They access relevant safeguarding training and know who to contact if they have concerns about a child in their care to help keep children safe. The playgroup follows robust recruitment and selection procedures to ensure all those working with children are safe and suitable to do so.

Supervision procedures are in place to ensure staff are fully aware of their roles and responsibilities. They implement the comprehensive policies and procedures well and this contributes towards ensuring they continually promote children's health, safety and well-being. The environment, both indoors and outside, is organised very well with all hazards successfully identified and minimised to keep children safe. Consequently, children are safe and secure. The staff make certain they accurately maintain all legally required records for children's welfare. The manager has a secure understanding of her responsibilities in meeting the safeguarding and welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.

Staff work very well together when settling children into the pre-school. There are good systems in place to monitor educational programmes to ensure that children receive a broad and balanced curriculum. Staff also work closely with other professionals when needed to provide consistent support to children with special educational needs and/or disabilities to help them achieve their full potential. The manager leads the staff team in effectively using self-evaluation and action planning to reflect on their practice. They clearly identify their strengths and areas for improvement to raise standards in the quality of the provision. Parents, some of whom are committee members, and children are invited to contribute to the evaluation. This enables the staff to use these comments as part of the development plan. The staff work in partnership with other agencies to develop their already good practice.

Staff put information up on display on the notice board and in newsletters, so parents receive regular up-to-date information about the activities and learning taking place. The playgroup works in partnership with parents to deal with any concerns they may have about aspects of the care their children receive. Parents comment that they are 'very happy' with the care and support their children receive and the range of activities provided. They comment on how welcoming and helpful staff are and the good support and progress their children make. The staff at the pre-school have established strong partnerships with other schools and this results in continuity of education for the children.

### **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	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

<b>Unique reference number</b>	137339
<b>Local authority</b>	Bromley
<b>Inspection number</b>	941693
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Royston PlayGroup Committee
<b>Date of previous inspection</b>	02/06/2009
<b>Telephone number</b>	020 8289 4059

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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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