

Poplar Play Centre Ltd

111 Poplar High Street, Poplar, London, E14 0AE

Inspection date	20/11/2013
Previous inspection date	30/05/2011

The quality and standards of the early years provision	This inspection:	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

- Staff support children effectively who have special educational needs and or/disabilities which helps them to make good progress in their development.
- Young children settle well as the nursery key person system is robust and well managed.
- Strong partnership with parents helps parents to work closely with staff to meet the needs of their children.
- Staff teach and interact well with children, building caring, affectionate relationships with them from the start.

It is not yet outstanding because

- Staff miss opportunities to further encourage older children to use and become familiar with computers and information technology.

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 at play and staff's interaction with them
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.
- The inspector and the manager completed a joint observation of the children.
- The inspector spoke to staff, provider parents and the manager.

Inspector

Caroline Preston

Full report

Information about the setting

Poplar Play Centre Limited is a non-profit making organisation which provides day care services within the London Borough of Tower Hamlets. It operates a range of services for children that include a nursery, out of school care and holiday play schemes. The centre has two premises on the site and also provides the community with a drop-in service. The centre is registered on the Early Years Register and on the compulsory part of the Childcare Register. There is an enclosed garden. The nursery provides provision for free early education to children aged two-, three- and four-years-old. There are currently 32 children on roll. The nursery is open Monday to Friday from 8 am to 6 pm; out of school care is offered from 3:30 pm to 6:00 pm and holiday care from 8 am to 6 pm. There are 15 members of staff, all of whom are qualified to at least level 2.

What the setting needs to do to improve further

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

- support children to acquire skills in using information and computer technology by encouraging them to use these resources more often during play.

Inspection judgements

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

Staff support children effectively to develop and learn in all areas of their development, and the quality of teaching is good. Staff talk and listen to children as they play, providing planned and unplanned activities. Staff's teaching techniques include demonstration and explanation, both of which help children to learn as they take part in a good range of activities. Staff observe and assess children from their starting points so that they know what they can do before they start at the nursery. Staff work closely with parents who are involved with their children's initial assessments. This also helps staff build a strong key person relationship with parents. This means that staff identify children's next stage of learning and give additional support to children who may have special educational needs and/or disabilities and children learning English as an additional language.

Staff support children by offering them messy play activities so that they learn to be creative and imaginative, for example, by using paints, cornflour, water and sand everyday. Children enjoy playing with the role play resources and activities. These are easily available and stimulating, allowing children to develop their imaginations as they 'pretend play' and act out various home-life scenarios. Children enjoy physical play. Staff provide a good range of climbing apparatus and wheeled toys and children show skills and co-ordination as they play outside. However, staff miss opportunities to enhance children's understanding of technology as there are too few programmable toys available including,

for example, computers.

Staff provide good opportunities for children to enjoy story-time as the organisation of children according to their age groups is planned well. For example, older children are challenged as staff use props to enhance the story and ask children questions about the story and characters. Children learn to communicate well as staff provide writing resources and talk to children about the sounds of letters, including writing letters as they begin to learn early literacy skills. Staff provide construction toys which help children to explore shape, size and use mathematical language. They encourage children to develop relationships with others through group work and everyday routines such as mealtimes.

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

The strong key person system helps children to settle and form close attachments with staff, so they build confidence and self-esteem. This system also helps parents to develop professional relationships with staff, all of which helps staff to meet the individual needs of the children. Staff are good role models. They all treat children respectfully and work well as a team. Staff model manners as they interact with parents and each other, so this supports children's understanding of how to behave well. Children learn about each other and the wider world through playing with a good range of toys that reflect differences. Staff also talk to children about festivals as they celebrate many of those from children's backgrounds.

Staff help children to learn about safety as they talk to them about the importance of road safety and practise fire drills with them. Children also explore the environment around them; for example, in the garden children learn to use the climbing apparatus safely. Staff know and understand safeguarding issues and who to report to if concerns are identified. Staff also keep children safe from harm through detailed risk assessments and close supervision of children throughout the day. Staff talk to children about the importance of a healthy diet and provide nutritious meals and offer outdoor play so that children have many opportunities to exercise. Children manage their personal needs as staff encourage them to use the toilet and wash their hands afterwards.

Staff organise the environment effectively inside and outside so that children have many good opportunities to learn and develop. Staff make sure toys are easily accessible; these are attractive and age and stage appropriate all of which helps children prepare for their next steps. Staff work closely with local schools to help children move on from the nursery to school, by taking children to visit the schools.

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

Leadership and management of the nursery are good. The manager monitors staff closely by observing staff working in the playrooms and through regular supervisions and appraisals with staff. This supports staff's professional development and helps staff

provide good care and education to children so that the learning and development requirements are met well. The safeguarding and welfare requirements are met effectively as all staff are robustly vetted and not left alone with children until all their checks are in place. The manager has a good understanding of the safeguarding policy and procedures. She knows how to identify concerns and report these to the relevant agencies. She has a well written procedure which contains all the necessary contact numbers. Staff supervise children well and are always meeting adult to child ratios. Staff deployment is good so that children are kept safe. Staff are first aid trained and understand the nursery accident policy. Staff follow the accident procedure robustly when an accident occurs. Therefore children are well cared for and safeguarded. Current public liability insurance is in place and displayed along with the registration certificate. All fire safety equipment is checked regularly so that equipment is in proper working order. Visitors to nursery are asked to sign in and no one can enter without permission, showing the nursery is secure. A daily record of children's attendance is completed by staff.

The nursery's good self-evaluation systems mean that progress is made. Staff practice has improved and benefits the children, for example, staff have a new rota to cover the different shift patterns so that staff are always within ratio. Staff have also improved how they provide continuous provision and always provide resources to cover the seven areas of learning in all the playrooms. Parent's views are sought so that they contribute to the improvement of the nursery. Staff offer parents updated information about their child's progress. They hold parents meetings and complete daily dairies. Therefore parents are aware of their child's learning and parental relationships are effective in helping staff meet the needs of the children. Staff work closely with external agencies so that all children's individual needs are met effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	119605
Local authority	Tower Hamlets
Inspection number	943794
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	32
Name of provider	Poplar Play Centre Limited
Date of previous inspection	30/05/2011
Telephone number	020 7515 1111

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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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