

# Poplar Play Centre Ltd

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

<b>Inspection date</b>	24/10/2013
Previous inspection date	30/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff support children's personal, social and emotional development well and children are happy, confident and show a sense of belonging to the nursery.
- Staff use observations and assessments well to plan for children's next steps in their learning. Consequently, children make consistent progress in relation to their starting points.
- Partnerships with parents work well to promote continuity between nursery and the home. Therefore, children's learning and development is well supported overall.

### It is not yet good because

- Staff are not deployed to maintain staff to child ratios at all times, to supervise all children well. This is a breach of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage.
- Role play areas for the youngest children are not well resourced to enable children to enjoy imaginative play in these areas.
- Some staff do not fully engage children in story times and do not provide opportunities for children to develop their language and thinking skills at these times.

## **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 the children and staff interacting and playing in the indoor and outdoor learning environments.
- The inspector spoke to staff, children and the management.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of stipulated safeguarding documentation and risk assessments.
- The inspector checked evidence of staff's qualifications and suitability to be working with children.

## **Inspector**

Sue Mann

## Full Report

### Information about the setting

Poplar Play Centre Limited registered in 2000. The play centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a non-profit organisation which provides day care services in Poplar, 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. There is a fully enclosed outdoor play area available for all children.

There are currently 34 children on roll who are in the early year's age range. The nursery is open Monday to Friday from 8am until 6pm; out of school care is offered from 3.30pm to 6pm and holiday care from 8am to 6pm. The nursery employs 16 staff, 13 of whom hold appropriate early years qualifications at level 3. The nursery is in receipt of funding to provide free early years education for children aged two, three, and four-years old. The nursery supports children who have special educational needs and/or disabilities, and children who learn English as an additional language.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that staff to child ratios, as set out the Statutory Framework for the Early Years Foundation Stage are maintained at all times, to ensure that all children are supervised well.

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

- develop the role-play areas to provide all children with resources that reflect their lives, communities and interests.
- further develop story times for children aged two to four years to enable them to take part in the story time and ask questions about the characters to encourage their thinking and language skills.

## Inspection judgements

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

The staff show that they have a satisfactory understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. This means that they are able to plan a range of suitable activities and experiences for the children who attend. The staff regularly observe the children to see what they can do and to identify any emerging interests. This information, along with information gathered from the parents during the settling-in process helps staff to extend some of children's learning through appropriate activities. Staff use room meetings to discuss each child's progress and evaluate whether they have reached their learning outcomes set in the planning. Consequently, children make suitable progress in their learning and development and are ready for the next stage in their learning. However, staff complete checks on young children's communication and language skills, which means that they are able to refer children they have concerns about to speech therapists. In addition, staff monitor children's personal, social and emotional development, which enables them to support children to develop social skills and become confident in the nursery. Child records show that children are making consistent progress in relation to their starting points. Consequently, children are ready for the next stage in their learning as they are developing the skills they need to progress.

Staff share information about children's days and any achievements observed during the day through daily verbal feedback. Staff produce clear learning journals for every child, which they share regularly with the parents. Key persons work closely together with the parents to support children as they move between age groups and as they prepare to start school. This supportive partnership helps to prepare children for their move into the next age range or starting school.

Staff react to children's interests both indoors and outdoors. For example, children talk about going on a bear hunt while in the garden. The staff instigate a 'bear hunt' and set off around the garden to find the bear. They talk to the children as they walk through 'grass' using related vocabulary, such as swishing long grass. The children join in and soon they are walking through the 'forest' to find the bear. This captures the children's interests and they clearly enjoy this activity.

Generally, most staff use sound questioning techniques and a wide range of language to help children to think their ideas through and make connections between different parts of their life experiences. Staff in the older room sit with their key children at lunchtime, and while waiting for their dinners to be brought in, chat with the children. Children show that they feel secure in expressing their ideas, as they talk about experiences that they have had at home and relate these to what they have done in nursery. For example, children talk about a favourite story character during lunchtime and which of the foods she may have eaten. Children of all ages enjoy listening to stories read to them by staff, the babies enjoy snuggling up to staff to listen to stories. However, story times for the older children are less enjoyable. This is because, staff read the story too quickly and do not fully engage the children in the story through using appropriate questions. This means that children are not able to fully enjoy the experience and develop a love of books.

The secure settling-in process helps new children to build relationships with their key person. Parents stay with their children initially, which enables children to explore their new surroundings from the security of their parents. Key person's spend time with new parents to discuss individual children's likes, dislikes and what their interests are. This enables the staff to plan activities, which children will find familiar and interesting. Consequently, children settle easily into the nursery and show a strong sense of belonging. Children arriving eagerly greet their friends and key person, before settling down to learn through play.

Children behave well in the nursery, as staff use consistent clear rules and gentle reminders to support children to manage their own behaviour. Children respond to staff's instructions and complete what has been requested of them. Staff praise the children for their achievements, which further supports children's good behaviour. Staff use appropriate manners when talking to each other and the children. Consequently, children consistently say 'please' and 'thank you' when talking to each other or staff. Staff are not always deployed appropriately to ensure that the requirements of staff to children are met. This means that staff do not always supervise children well at some times, for example in the garden. Generally though, staff are vigilant about children's safety.

Staff generally promote good hygiene routines, as they ensure children wash their hands before eating and after playing outside. This helps to minimise the risk of cross infection. Staff ensure that all children have daily access to the fresh air and are able to enjoy physical exercise in the garden. There is a range of large play equipment, which children enjoy climbing on. This helps children to develop their co-ordination skills as they move from one step to the other. The youngest children have their own play area, which means that they are able to play on age appropriate equipment. A range of sit and ride toys, supports children to learn to pedal bicycles, using all the available space in the garden. The nursery uses outside caterers to provide healthy, nutritious hot meals for the children. Children enjoy a wide range of foods, which always include fresh fruit and salad. Children tuck into sausages, potato wedges and fresh vegetables for their lunches. Staff help the older children to develop their independence skills as they serve themselves. This helps them to learn about portion size and the correct balance of the different food groups. Fresh drinking water is freely available for all the children, should they become thirsty and need a drink.

Links with the local schools, which children move onto, help support children to move smoothly onto the next stage of their learning and development. Teachers are able to come and see the new children in their familiar surroundings, which enables them to see what individual children can do. Transition reports, which the teachers receive from the nursery, helps them to provide continuity of children's learning and development. This helps to support children in their move to school. Wider links with other professionals, such as speech and language therapists and special educational needs advisors help to support children with special educational needs and/or disabilities. They visit the children in the nursery regularly and help staff to implement appropriate support plans to help children reach planned learning outcomes. Consequently, children make suitable progress in relation to their individual starting points.

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

Overall, the manager shows a satisfactory understanding of her role and responsibility in meeting the safeguarding and welfare requirements of the Statutory Framework for The Early Years Foundation Stage. However, the manager has not ensured that staff are deployed to maintain staff to child ratios. This is a breach of legal requirements and the provider is required to take action to rectify this breach.

Staff show through discussion that they understand their responsibilities in safeguarding children. This means that they know what to do should they have a concern about a child in their care. Staff revisit safeguarding procedures at staff meetings, which means that they have up-to-date knowledge of the procedures for sharing any concerns they may have. Risk assessments work well to ensure that the indoor and outdoor learning environments are safe for the children who attend. This helps to protect children while they are playing indoors and outside. Staff demonstrate a clear understanding of what to do should a child become ill or have an accident, as most staff have received paediatric first aid training. Recruitment procedures are robust and rigorous, which means that all staff are thoroughly checked prior to working with children. The manager carries out identity checks and requests references for all new staff prior to them being offered jobs. The manager ensures that all staff have cleared Disclosure and Barring Services checks before starting work with the children. This ensures that all staff are checked and suitable to be working with the children.

The manager monitors the educational programmes that staff plan. She regularly checks children's development records to see that staff have correctly identified children's current stages of learning and development. This helps to support any member of staff who needs additional training or support to effectively plan for children's next steps in their learning. The manager has close links with a wide number of professionals, including the early year's advisors and speech therapists, which help to obtain support for any child who is not reaching their intended learning outcomes. Consequently, this supports all children to make progress in relation to their starting points.

Partnerships with parents support children's learning and development, as parents are kept up-to-date with their children's progress and learning achievements. Staff make time to speak to parents at the end of each session and have put in place ways to ensure that parents on tight timescales can see how their children have been for themselves. Daily charts on the walls of each room enable parents to see at a glance what their children have eaten, whether they have slept and any messages staff have for them. This means that parents can quickly pick up their children and go home. Parents are able to look at their children's learning journals and other records, such as photographs when they want to. In addition, more formal parent's evenings, provide opportunities for parents to discuss their children's learning and development in greater detail. This means that parents can support their children's learning and development at home which helps their children's ongoing progress.

The manager holds regular meetings with the staff; she makes time to speak to room staff, which helps to identify any concerns they may have about a child in their care. The manager has an open door policy and encourages staff to come and discuss any concerns they may have with her. In addition, she carries out yearly appraisals to provide all staff with opportunities for more formal discussions. The manager monitors staff performance and has systems in place to support any staff she feels are underperforming. Staff are offered appropriate training opportunities to help develop their professional practice and regular meetings with the manager to discuss any areas of concern. This supportive approach is gradually helping to develop staff professionally and promote positive outcomes for children. Systems are in place to evaluate the nurseries strengths and weaknesses. This helps to plan for the nursery's continuous improvement and the educational programmes. Consequently, this helps all children to make consistent progress towards the next steps in their learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	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>	119605
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	936813
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Poplar Play Centre Limited
<b>Date of previous inspection</b>	30/05/2011
<b>Telephone number</b>	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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