

Brayford Square Playgroup

6 Brayford Square, London, E1 0SG

Inspection date

07/02/2014

Previous inspection date

18/04/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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|--|---|
| 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 key person system is firmly embedded and children feel safe and secure. This supports their emotional and physical well-being.
- Children are motivated and eager to learn. They show good levels of curiosity and imagination and are confident and self-assured.
- Partnerships with parents, carers and other professionals are strong and this supports children to make good progress in their learning and development.
- Staff work well together as a team, creating a stimulating, fun and nurturing learning environment for children.

It is not yet outstanding because

- Staff do not consistently provide children with the opportunity to see letters and words in the outdoor area. This means they miss opportunities to strengthen children's early reading skills.

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.

Inspection activities

- The inspector observed activities in the playroom and garden.
- The inspector spoke with the staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation of children's activities with the manager.
- The inspector looked at policies and procedures, risk assessments, evidence of staff suitability, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Brayford Square Playgroup registered in 1978. It is registered on the Early Years Register. The playgroup operates from a purpose built single storey building, situated on the Exmouth estate in Stepney within the London Borough of Tower Hamlets. There is an enclosed area for outdoor play.

The playgroup is open each weekday, from 8.45am to 11.45am and from 12.30pm to 3.30pm, during term time only. There are currently 24 children on roll who attend for a variety of sessions. The playgroup provides free early education to children aged three and four years. There are three members of staff, all of whom hold relevant early years qualifications. The playgroup supports a number of children who are learning English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide more opportunities for children to experience words and labels in the outdoor area to enhance their early reading skills.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They have a secure knowledge of how children learn through play and the quality of teaching is good. They have high expectations for children and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. Staff closely monitor children's progress through careful observations and assessments and use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, likes and dislikes, informs careful planning for individual children's progress. The key person confirms children's particular interests through regular discussions and feedback from parents. As a result of successful planning, children are motivated and eager to learn, and staff quickly identify and close any gaps in their learning.

Parents are involved in the initial assessments of children's learning to identify their starting points and they receive regular information about their children's continued progress. Parents are encouraged to become involved in the life of the pre-school and to continue to support their children's learning at home. Staff and parents share children's

'progress check at age two' summaries, which also inform future planning for individual children to enhance their learning.

Staff promote children's development in communication and language very well as they model good spoken English. As a result, all children, including those learning English as an additional language, make good progress. Staff promote children's physical development effectively through a good range of resource that enhance their physical abilities. For example, children clamber over an indoor bridge and climbing frame imagining they are running away from lions. Staff encourage children's physical development well in the garden. Children throw balls into a net and beam with pride at their successes and staff's praise. They build towers and bridges from large building blocks and knock them down while staff extend their learning. Staff remind children of the story of the wolf who blew down the house and encourage them to 'huff' and 'puff' as they promote their early communication and language skills.

Staff enable children to plant lots of vegetables and fruit in the garden to teach them about how things grow and where their food comes from. However, they do not consistently provides words or labels in this environment, which means they miss opportunities to further pomote their early reading skills. Staff engage children in singing activities and children enthusiastically perform the actions and are particularly excited to choose their own songs. Staff encourage each child in turn to say their own names in response to a welcome rhyme. They encourage older children to write their own names and to recognise letters and numbers. They also encourage them to sit still and to listen to stories and instructions which means they prepare them well for the next stages in their learning and the move to school.

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

The well-embedded key person system ensures that children feel secure and build strong relationships. Therefore, children are confident and happy in the playgroup. They make friends easily and behave very well. Staff are kind and caring and they are good role models as they lead by example. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imaginations. Play resources are of good quality, indoors and outdoors, and are easily available for all children to make independent choices. Children lead their own play and freely choose from the interesting activities set out. They enjoy a relaxing painting activity and are keen to talk to staff about their fears when they paint fireworks. Staff empathise with them and let them know that adults can also be nervous and that this is an acceptable reaction. These supportive interactions clearly help children to feel safe and secure.

Staff provide activities that are age appropriate and they follow children's lead and extend their learning as they play. For example, during a story about three bears and their beds, staff encourage children to talk about the sizes of their own beds at home. This promotes children's thinking skills and supports their personal, social and emotional development as

they talk to each other about their own homes. Children manage their own care needs appropriate to their age and stage of development. They learn the importance of washing their hands after messy play, using the toilet and before eating. Staff promote healthy eating through the provision of fruit at snack time and discussions about planting of vegetables, such as pumpkins and runner beans, in the garden. Children learn to be independent as they spread butter on their own toast and pour their own drinks. Children identify their own coats and the coats of the friends and receive lots of praise promoting their self-esteem. They have opportunities to exercise in the fresh air and in the warmth and comfort of their playroom.

Children's safety is of paramount importance to the managers and staff. External doors are kept locked and only opened by staff. Staff stand at the entrance when parents arrive to ensure children only leave with their known adults. Children are very well supervised as staff interact with them at all times. Children learn to keep themselves safe as staff remind them not to spill their sand on the floor to prevent slipping. The staff carry out regular fire drill practises to ensure that all children and adults know what to do should an emergency occur. When the time comes for children to move on to school, staff ensure they understand the social skills of turn taking and sharing. They have high expectations of children to be confident, capable and independent. Therefore, children are emotionally ready for the next stage in their learning.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are well qualified and are skilled in producing good outcomes for children. All the necessary documentation for the safe and efficient management of the playgroup is in place. Staff carry out robust risk assessments, indoors and outdoors, to minimise hazards and make sure the children's environment is safe and secure. As a result, children can play and learn in safety. There is a clear safeguarding policy, including a policy on the use of mobile telephones and cameras, to ensure staff safeguard children well. Children are effectively protected because the staff undertake relevant training. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being.

There are rigorous recruitment and induction procedures and all staff have undergone the necessary background checks to ensure they are suitable to work with children. Staff gather information from parents about children's individual medical or dietary needs. They take steps to ensure children do not come into contact with foods that they are not permitted to have. Staff have undertaken first aid training, so they can deal with minor injuries should the need arise. Staff track children's progress to ensure that any identified gaps in children's learning are quickly closed. They discuss any concerns regarding children's development with their parents and put appropriate measures for intervention in place through close links with other professional agencies. Partnerships with parents are strong and staff invite them to give regular feedback on the activities provided. Staff meet

with parents frequently to discuss children's progress and parents say the playgroup is excellent and how much their children enjoy their time there. Parents know they are welcome to speak to the key persons at any time if they have any concerns or want to talk about their children's development.

Staff are well supported by the manager, who closely monitors their practice and the effectiveness of the educational programmes. Children's progress is closely analysed by the key persons to ensure all children achieve their full potential. Staff's professional development is encouraged and they undertake frequent training, in order to continue to develop their knowledge and skills. Staff meetings are held to discuss planning, training and evaluation. Continuous self-evaluation identifies the strengths and weaknesses of the playgroup and demonstrates clear targets for improvement. The provider has taken positive steps to meet all previous actions from the last inspection and this has resulted in improved outcomes for children. Parents, children, staff and local authority development officers all contribute to the evaluation of the playgroup. The manager welcomes all feedback and quickly responds by making the improvements suggested. Staff prepare children well for the next stage in their learning and the move to school. Key persons work closely with them to ensure they are ready by helping them to learn the skills needed in writing and recognising numbers and letters. Children are supported to feel proud of their achievements and are ready for the next stage in their learning.

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

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| Unique reference number | 119555 |
| Local authority | Tower Hamlets |
| Inspection number | 919208 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 16 |
| Number of children on roll | 24 |
| Name of provider | Brayford Square Playgroup Committee |
| Date of previous inspection | 18/04/2013 |
| Telephone number | 0207 791 2426 |

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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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