

# Lilliput Playgroup

Lilliput Pre-School Playgroup, Village Community Hall, Vicarage Road, Dagenham, Essex, RM10 9SD

<b>Inspection date</b>	03/02/2014
Previous inspection date	25/11/2011

<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		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider does not ensure that risk assessments are robust and procedures implemented effectively in relation to a fire door, which places children's safety at risk.
- Staff do not implement effective hygiene routines when teaching children how to wash up after they have eaten their snacks, which places children's good health at risk.
- Leadership and management are weak which means staff do not effectively evaluate the provision and fail to spot weaknesses and breaches in legal requirements both of the Early Years Register and the Childcare Register.
- Staff do not teach the use of early mathematical language consistently during children's play to further support children's knowledge of size, shape, calculation and number.

### It has the following strengths

- Staff help children to settle and build strong relationships with them, so they are confident to explore their environment.
- Staff work well with parents, keeping them informed of their children's progress.
- Staff provide a good range of resources which support children's learning.

## 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 examined some policies and procedures.
- The inspector observed interaction between staff and children.
- The inspector looked at the equipment and premises, including exit and entry doors.
- The inspector held discussions with the manager.

## Inspector

Caroline Preston

## Full report

### Information about the setting

Lilliput Playgroup opened in 1950 and registered with Ofsted in 2001. The playgroup is managed by a registered charity and operates from Village Community Hall in a residential area of Dagenham, in the London Borough of Barking and Dagenham. Children have access to an enclosed outdoor play area. There are currently 33 children on roll. The setting is in receipt of funding for the provision of free early education to children aged, two three and four. The pre-school currently supports children with learning difficulties and/ or disabilities. The setting also supports children with English as an additional language. The pre-school is open each weekday from 9.30am to 12.30pm term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school employs seven staff, 6 of which are NVQ level 3 or equivalent our newest staff member is NVQ level 2 working towards level 3 when funding becomes available.

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

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

- undertake a robust risk assessment of the premises, and review it rigorously when necessary after any incident concerning children's safety, with particular regard to the fire-exit door leading into the garden
- implement effective systems for self-evaluation and foster a culture of continuous improvement to ensure all requirements are met at all times
- implement systems that teach children the importance of hygiene when washing up their plates and cups after meals, in the programme for their physical development

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

- develop staff teaching skills in the programme for children's early mathematical development, such as by seizing opportunities to use early mathematical language when supporting play.

### Inspection judgements

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

Staff offer children a good range of play resources that support their learning and development. Staff organise resources so that children can move freely around the large, warm, bright hall and make their own decisions. This arrangement helps children to become independent in their learning. Staff provide resources that attract children's interest, such as water play. This play allows children to enjoy natural resources by using their senses of touch and smell through using the soapy water. Staff incorporate measuring and pouring resources, so that children can begin to learn some early mathematics through weighing the water in different jugs. However, staff do not use these play opportunities well to extend children's mathematical language by introducing pertinent words to them.

Staff provide painting activities which help children to begin to make marks using paint brushes. These activities help develop children's hand skills too, so eventually encourage early literacy skills, in readiness for the next stage of their early education. Staff provide pretend play resources so that children can use their imaginations. They dress up and act out what they know and have experienced in their everyday lives; for example, children pretend to 'go shopping' and to do 'cooking' using dried pasta and kitchen tools. Staff provide opportunities for outdoor physical play during each session, promoting children's co-ordination, control and movement, so they gain better control of their muscles and bodies.

Staff read to the children and encourage them to take part in story sessions by asking them questions and showing them pictures and words. This shows some good teaching techniques because staff spend time explaining the meanings of new words, which supports children's language development. Staff encourage children to speak aloud too, which helps develop children's self-confidence when they take part in these story sessions, which helps prepare children for their eventual move to school

Staff carry out on-entry observations and assessments so that children's starting points can be understood and recorded. This process helps staff track children's progress. It helps staff plan the next steps for children's learning to support further development too. Parents are requested to contribute, so that they can share what they know about their children, in an on-going process. They share this knowledge with their children's key person who works closely with the parents from the beginning. Staff support children who are learning English as an additional language suitably. They do this by finding out key words from the child's own language. Staff also use simple sign language and speak clearly to children, all of which helps children to learn English.

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

The weaknesses in the risk assessments regarding the door used to go outside into the garden compromise the well-being of children, placing them at risk of accident. Staff provide a warm environment that is suitable and stimulating with many interesting resources and activities to help children learn and develop.

Staff have established an effective key person system so that children build positive relationships with staff. This system helps children to settle in and builds their confidence

over time, as they learn the playgroup's routines. Staff are effective role-models. They interact well with children and teach them how to behave appropriately; all the were seen to be well behaved. Staff provide children with resources that reflect the wider world in a positive manner, so that children learn that people differ. For example, children use dolls representing different cultural backgrounds. Staff introduce to the children a wide variety of festivals that are celebrated by wider society and those of their families. This approach helps children learn to respect others and feel proud of their own backgrounds. Staff encourage children to take appropriate risks as they play, for example, when balancing on the wooden beams in the hall, when developing new physical skills

Staff help children to manage their personal hygiene by allowing them to use the toilet area when they need to, independently. They encourage children to take on small tasks and responsibilities in preparation for their eventual move to school. For example, children scrape clean their plates after eating snacks, and wash their hands before and after eating. However, the system staff use to teach children to wash crockery is inappropriate. This weakness stems from staff allowing children to use the same bowl of water to wash a substantial number of plates and cups after use, which means both the water and cloths used become dirty. Staff do not teach children to think about when the water might need changing and why this is necessary. This does not teach children effective hygiene routines. Additionally, staff do not always make sure that this equipment is thoroughly cleaned afterwards, which means children's good health is placed at risk through the possibility of cross-infection. Staff provide children with healthy, nutritious snacks and drinks and provide opportunities for daily exercise so that children begin to learn something about healthy lifestyles.

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

This inspection was brought forward as a result of a notification made to Ofsted. This concerned a significant accident to a child in regard to a fire-exit door. This inspection has found that the leadership and management of the playgroup is poor because the provider has failed, and continues to fail, to meet all the safeguarding and welfare requirements of the Early Years Foundation Stage. Although the provider has ensured that a risk assessment is undertaken, the management team has not checked that procedures to reduce hazards are effective. When staff leave the emergency exit fire-door to the garden open, so children can choose to go outside to play when they wish, they have not, and still do not, make sure that this door is secured safely. This weakness resulted in the staff being uncertain of how a serious accident happened to a child. Risk assessments are not robust and fail to identify potential hazards in regard to this fire-exit door and poor hygiene in the process for washing used utensils. These weaknesses mean staff compromise children's safety and good health.

The provider has a self-evaluation system that is undertaken by the manager with outside professional help. Nevertheless, the systems for self-evaluation fails to identify all areas of weakness, so these can be addressed promptly. The manager has made improvements by developing the range of resources provided for children to better support progress in their

learning and development. She is developing how the hall is organised too under the areas of learning. These changes indicate a determination to drive improvement.

The provider and manager implement robust vetting procedures so that staff are cleared as suitable to work with children. Staff know and understand child protection policies and procedures. They are vigilant to any concerns they need to report regarding children's welfare.

Staff work well with parents who report that they are happy with the care and education their children receive. Staff share records of children's achievements, provide regular newsletters and speak to parents daily. All of which helps staff to sustain good two-way communications to meet the needs of children. Staff work closely with external agencies so that they can help all children to develop and progress.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment that ensures that where the need for an assessment arises, it is undertaken immediately to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment that ensures that where the need for an assessment arises, it is undertaken immediately to ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)

## 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>	100232
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	937589
<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>	30
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Lilliput Playgroup Committee
<b>Date of previous inspection</b>	25/11/2011
<b>Telephone number</b>	07952711141

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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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