

# Bolingbroke Playgroup

Bolingbroke One O'clock Centre, Chivalry Road, London, SW11 1HT

## Inspection date

14/03/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Children have great choice and independence of movement because they move freely between indoor and outdoor areas.
- Children are happy and settled because they have warm, secure attachments to staff.
- Staff carry out regular, good quality observations of children, which they evaluate and use well in planning to meet children's needs.
- Staff keep parents well informed of their children's progress and provide good opportunities for parents to contribute to their learning.

### It is not yet outstanding because

- Opportunities for children to develop their mathematics skills in the outdoor area are not as extensive as they could be.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the indoor and outdoor environments.
- The inspector observed interaction between staff and children.
- The inspector sampled a range of documentation.
- The inspector spoke to staff, parents and children and took their views into consideration.
- The inspector held a discussion with management.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

Bolingbroke Playgroup opened in 2013. It is part of a group of playgroups operated by Childcare & Business Consultancy Services. It operates from a purpose built building adjacent to Wandsworth Common, South West London. The playgroup operates on Monday to Friday during term time only, from 9.15am to 12.15pm. There is a large outside play area. The playgroup is registered on the Early Years Register and the compulsory part of the Childcare Register. The playgroup receives funding for free early years education for children aged two, three and four years. There are four staff who work directly with the children, including the manager. Currently, three staff have appropriate early years qualifications to level 3, one staff member is unqualified and working towards an early years qualification.

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

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

- maximise learning opportunities in the outdoor area to enhance children's mathematics skills.

### Inspection judgements

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

Children make good progress in this well-organised nursery. Staff plan carefully to meet the needs of children. They ensure that activities reflect children's interests, present challenge and cover areas of learning well. Children have complete freedom to choose whether they want to play indoors or outdoors and this supports their independence and different learning styles. Children create their own play from accessible, labelled wide-ranging resources, which is balanced by adult-led structured learning activities.

Children enjoy stimulating experiences in the sensory room. They quietly observe slow-moving liquids in lava lamps and staff teach children new words to describe what they see. Staff talk to children about how a texture ball feels, using words like spiky. Children learn about and use simple technology as they press buttons on electronic toys to create different sounds. Staff teach children about the role of a veterinary doctor during role play and this supports children's understanding of the world. Children use bandages, syringes, and operating tables to treat injured pets. They learn that print has meaning because staff provide lots of signs in the veterinary role play area. Children engage well with early writing as they make notes on their patients on notepads. Staff make the most of everyday indoor opportunities to secure children's counting skills. For example, during snack time, staff ask children how many plates or cups are needed at each table. Staff ask children to count the number of play people while they create stories using castles and

knights. These activities help children to develop valuable skills for later use in school.

Children practise a wide variety of physical skills in the well-equipped, spacious outdoor area. They climb across frames, balance along planks, and move in different ways. Staff teach children physical coordination skills by balancing and rolling hoops along the ground. Staff teach children how to throw and catch a ball by playing simple catching games. Overall, the outdoor environment provides a broad and interesting range of experiences for children. Staff help children to develop an understanding of the natural world while they check and refill bird feeders on trees. They talk to the children about things birds like to eat, like seeds and worms. However, opportunities for children to practise their mathematics skills in outdoor activities are not as developed as they could be. For instance, activities that encourage children to count and recognise numbers are not as widely available as they could be. Staff teach children about story structure as they re-enact a children's favourite story, 'We're going on a bear hunt'. They stroll through bushes and follow actions in the story well. Staff readily follow children's interests when they indicate that they would like staff to draw around their body outline on the ground. Staff extend their learning by asking children to add features to the body outline, which stimulates discussion and language development.

Staff carry out regular, good quality observations of children, which they evaluate along with photographs and art work showing children skills. From this, staff devise children's next steps for learning, which are used in planning well. Staff carry out progress checks for children aged between two and three years and provide written summaries to parents. This helps to identify areas requiring support so that staff can take appropriate action and checks help to keep parents informed. Staff provide good opportunities for parents to be involved in their children's learning. Staff suggest activities that parents can carry out at home to support children's development. They also encourage parents to share their observations of children with staff so that plans meet the needs of children. Parents spend time in the nursery and this also provides good ways for parents to contribute to their children's learning. Staff keep parents well informed of their children's progress because they offer regular reviews and talk to parents each day.

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

Children feel happy and secure because they have warm, nurturing relationships with staff. Staff help children to settle readily because they find out about their interests, which they reflect in activities well. Staff provide routines which meet children's needs successfully and support their feelings of security.

The nursery is organised effectively and has attractive displays of children's art work. It is bright and spacious and supports children's well-being. Staff teach children how to be safe in their environment. For instance, they show children how to handle rakes and spades in the garden in order to avoid accidents. Children have good self-care skills. They use the bathroom independently to wash their hands at appropriate times. Younger children feel secure when their nappies are changed because their key person undertakes the task in bright, comfortable and clean area.

Children learn to take care of others and take responsibility for small tasks. For example, they take it in turns to give out plates and cups at snack time. Children select their own balanced and nutritious fruit snacks and serve their own drinks. Staff ensure that children do not consume unsuitable food because they keep a list of children with special dietary needs. Staff help children to develop healthy habits because they have fresh air and physical exercise each day on a range of equipment in the well-resourced outdoor area.

Staff manage children's behaviour well. They teach children how to be assertive so that they make their needs known. This helps to prevent frustration and unwanted behaviour. Staff use praise well to motivate children to behave in positive ways. Staff use a gentle and fair approach to managing children's behaviour, which the children respond well to by behaving in positive ways. Children are placed in mixed age key groups and this enables children to remain with the same member of staff throughout their time at the nursery. This supports continuity of care and learning effectively. Staff are building links with local schools to support pre-school children who move to school.

Children enjoy tasting Chinese food provided by staff to celebrate Chinese New Year and discuss the event with staff. This helps children to understand and value difference.

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

The manager has good awareness of her responsibilities in relation to the Statutory framework for the Early Years Foundation Stage. Staff maintain a number of practices that help to keep children protected from harm. For instance, management carries out thorough checks on staff to assess suitability for their roles. Staff carry out risk assessments covering all aspects of the nursery and this supports children's safety. Staff have good knowledge of procedures to follow should they be concerned about a child. The manager has good awareness of the quality of staff practice because she spends time observing staff and feeds back ways to enhance practice. Management randomly samples children's learning journals and planning to ensure that a good standard is maintained. Staff track children well and this shows children who are operating below expected levels so that appropriate support is offered to close gaps in learning.

Staff are supported well through supervision and a staff appraisal framework is in place. Management provides good support for any areas of underperformance. As a new playgroup, staff have yet to undergo appraisal; however, management collects information on a wide range of training courses to match to staff needs. Staff have good links with others to support children's learning. Staff have formed good partnerships with local businesses who frequently donate goods or services to support the nursery. Staff work well with parents and keep them informed of their children's progress and provide good opportunities for parents to support children's learning. Management has good insight into the strengths and weaknesses of the nursery and has set key areas for improvement. For instance, it plans to develop links with local schools to support pre-school children who move to school in future. The nursery operates effectively and has good capacity to

maintain this in the future.

### **The Childcare Register**

The requirements for the compulsory 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>	EY467365
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	935443
<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>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Childcare and Business Consultancy Services
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02077381958

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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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Piccadilly Gate  
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Manchester  
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