

# Munchkins (TC) Playgroup

Teviot Centre, Wyvis Street, London, E14 6QD

<b>Inspection date</b>	11/02/2014
Previous inspection date	12/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 develop secure bonds with staff, and as a result they enjoy their time at the playgroup
- Thorough observations and assessments are completed and used to help staff to effectively track children's progress.
- Strong partnerships are developed with parents and external agencies to support children's care, learning and development.
- Children enjoy outdoor experiences through meaningful activities that support their play and learning.
- Overall, children's play is purposeful because staff plan well for children's individual needs and interests.

### It is not yet outstanding because

- Overall, children and staff follow good hygiene routines. However, at times staff do not talk to children about the importance of hand washing, and why they should not eat fruit that falls on the floor, to further support their learning and good health.

## 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 the staff and children during their play indoors and outdoors.
- The inspector sampled documents including children's developmental records, policies and procedures.
- The inspector completed a joint observation with the manager.
- The inspector discussed the setting's self-evaluation and development plans.

## Inspector

S Campbell

## Full report

### Information about the setting

Munchkins (TC) Playgroup was registered in 2001, and is funded through Government Local Authority Mainstream Grant and the Nursery Education Grant. The playgroup operates from a self contained play room, on the ground floor of Teviot Community Centre, in Poplar within the London Borough of Tower Hamlets. Children have access to an enclosed outdoor play area.

The playgroup is open each weekday from 8.45am to 11.45am and from 1pm to 4pm, term time only. There are currently 34 children on roll in the early years age group, from two years to under five years. Children attending the playgroup are from the local catchment, and they attend a variety of sessions. The playgroup receives funding for the provision of free early education for children aged two, three and four years. The playgroup supports children with special educational needs and/ or disabilities, and children who are learning English as an additional language.

The playgroup employs six staff and all staff hold early years qualifications. The playgroup is an associated member of the Early Years Network, Tower Hamlets.

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

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

- enhance children's understanding of all aspects of hygiene to further support their learning and good health.

### Inspection judgements

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

Staff demonstrate a good understanding of the Early Years Foundation Stage and they successfully help children to make good progress in their learning and development. Staff support children's play well by building on their interests. During home visits for new children staff work closely with parents to obtain information about what children can do. They undertake an initial assessment and staff use information gathered to plan activities and experiences for children that effectively build on what they already know and can do.

Staff know how to support and challenge children's learning because they undertake systematic observations and assessments. They identify children's next steps in learning and use this to inform planning to ensure children's play is purposeful. Additionally, staff demonstrate a flexible approach to the planning of daily activities to reflect children's emerging interests, for example dinosaurs, trains and going to the supermarket. Consequently, a range of resources are provided to support children's interests, for

example toy dinosaurs, dinosaur books, trains and train tracks. Staff are skilful at forward planning to support children's interests, and plan to take children on the local Dockland Light Railway and to visit a local supermarket.

There are a range of processes used to document children's achievements, learning towards the early learning goals and targets to support future learning, for example 'my special book' and the 'early learning and development record'. Children's interests are captured in their own words and staff assist children in making a book. This allows children to revisit their stories, and share them with their friends and family. More able children are confident talkers in group situations because they comfortably make requests for staff to sing songs, for example 'Old McDonald'. Staff support all children's developing language and communication skills well; this includes children who are learning English as an additional language. They repeat words clearly so that children understand how to say them correctly. In addition to support children's communication skills staff use a visual book of the routine to support children's understanding about what is going to happen next. To support children's interest about dinosaur eggs staff provide everyday eggs. More able children automatically attempt to crack their egg using the edge of a mixing bowl. They spend time stirring eggs in their bowl with a wooden spoon, and then explore the liquid with their hands. This promotes children's sensory experiences and enables them to imitate real life situations, for example baking. This is because children talk about making cup cakes.

Staff actively promote children's interest in the world around them to support their understanding of the environment, life cycles and animals. Children take pleasure digging for worms, and a range of equipment is available to support their exploration, for example microscopes and magnifying glasses. To extend children's sensory experiences staff add lavender to the modelling dough and encourage children to describe what it smells like. Children grow a range of vegetables, for example spring onion, lettuce, cabbage and sweet peppers. Children's learning is extended by eating the sweet peppers at snack times, enabling them to make connections to everyday foods that they eat.

Staff provide opportunities for children to learn through first hand experiences to support their learning and interests. This is because through well planned activities they observe a pretend eruption of a volcano using vinegar, baking powder and a plastic bottle. Children's learning is extended by taking part in art and craft activities to their promote imagination and creativity. For example, making volcano pictures using sand and paints. In addition making models using papier-mâché and clay.

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

Staff undertake home visits for new children so that they are able to obtain a good understanding of children's individual needs. The key person system works well to ensure children are supported. Children clearly demonstrate that they enjoy the close interactions with staff who support their play and learning. Children are well behaved and staff act as positive role models to gently remind children about sharing their toys with their friends, and to be kind. This helps children to develop a good understanding of right from wrong.

Children's 'special books' are readily available so they can look at them whenever they want. During the session children enjoy looking at their 'special books' with staff and their friends. This helps children to feel proud. Staff support children's moves to school well to ensure children are prepared for the next stage of their development. A transition photograph book is made with children, and a transition report is undertaken by children's key persons so that school staff are fully informed of children's learning and development.

Staff are well deployed both indoors and outdoors to support children's play and well-being. Staff ensure children are well dressed with wellington boots and waterproof rain coats to enable them to play in all seasons. Consequently, children enjoy jumping in puddles and observing the connections between the movements they make. Children enjoy playing group singing games outdoors. They enthusiastically join in with actions that help them to develop a range of movements. Additionally, staff make effective use of local resources to support children's learning and physical skills, for example attending rhyme and story sessions at the library. While playing outdoors children enjoy using wheeled toys and others take pleasure pushing their friends in the wooden brick box, showing physical strength, agility and team working skills.

Staff foster an environment that promotes children's understanding of a healthy lifestyle through encouraging children to make healthy choices at snack times. Additionally, staff support children's understanding about eating healthily by planning growing activities, and making a homemade pizza with healthy toppings. To ensure children's learning is fun and meaningful children go out on a trip to the local supermarket to choose ingredients for their pizza, for example broccoli, mushroom, sweet peppers and tomato. Children are familiar with the routine of the day, and they wash their hands automatically with minimal input from staff. However, at times staff do not promote children's understanding of why they should wash their hands, and not eat foods that have fallen on the floor to consistently enhance their understanding of good health and hygiene. Nevertheless, children's independence skills are supported well and staff follow children's lead enabling children to take responsibility for their learning and interests. Staff ensure children are well supervised both indoors and outdoors to support their play. Children enjoy jumping in puddles outdoors with staff and taking part in quieter activities indoors, for example reading books with staff. Staff closely observe children while using child sized garden tools, which allow them to take safe risks.

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

The inspection was brought forward as a result of a notification by management. A child left the main play room unsupervised, but did not leave the premises. This was for a very short period of time, and the child was brought back promptly. However, management has undertaken a robust risk assessment of the incident to promote children's welfare. Staff now closely monitor children's arrival and departure times by ensuring they are positioned at all doors during this period. Additionally, a key code system is now installed on the main door of the playroom to ensure children are not able to leave unsupervised. Staff ensure children who require additional support receive one-to-one supervision throughout the

session to support their well-being. Staff now ensure visitors to the setting are escorted for the duration of their visit, and signing in and out systems are closely monitored by staff to ensure visitors' visits are documented. Staff and management demonstrate a strong understanding of safeguarding issues and procedures to support children's welfare by liaising with appropriate authorities including Ofsted.

Management, the committee and staff work well as a team to support children's learning and development. The action and recommendations made at the last inspection have been fully addressed, which demonstrates a strong commitment to continuous improvement. Relevant written parental consents are obtained to promote children's welfare. Staff provide learning experiences that incorporate children's interests in all areas of learning both indoors and outdoors. Staff now use thorough observation and assessments to support children's progress. Established relationships with parents are developed to enable them to contribute to children's learning. Management and staff identify priorities to enhance the learning environment further. Consequently, the layout of the play room has been improved so that resources are easily accessible by children and they are able to transport toys around using baskets. This demonstrates that staff have a good attitude towards promoting a culture of reflective practice.

Staff have a good understanding of the learning, development and safeguarding requirements to promote strong outcomes for children. There are robust vetting procedures in place to promote children's welfare. Through ongoing individual supervision staff are supported in the roles and their training needs are met. Management demonstrate a good understanding of supporting staff's ongoing professional development by undertaking formal appraisals.

Staff demonstrate confidence in working with external agencies and parents to support children with additional needs. Staff ensure agreed programmes of work are undertaken at the setting to support children's learning and progress. Partnerships with parents are strong. Staff value parents' contribution to children's learning, and as a result a varied range of approaches are used to enable parents to support children's learning at setting and at home. For example, an activity folder is available that suggests simple cooking activities they can do with their children at home and activity bags to support all areas of learning are also available for parents to use at home. Parents' comments are included in children's developmental records, and children are encouraged to take their 'special books' home to share with their family. Additionally, during the summer holiday, and outside of working hours management plan trips for parents and children to support children's ongoing learning, for example outings to the zoo, parks and museums.

## 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>	EY258434
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	949469
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Munchkins TC Playgroup Committee
<b>Date of previous inspection</b>	12/02/2009
<b>Telephone number</b>	0207 536 6377

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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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