

Tadworth Playgroup

Tadworth House Playgroup, 1a Webber Street, LONDON, SE1 0RH

Inspection date

16/05/2014

Previous inspection date

09/10/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- There are secure procedures in place for safeguarding children's welfare, which promotes children's safety.
- Children are happy, confident and keen to learn. Staff form good links with local schools to help ensure children move seamlessly to their next stage of learning.
- Children become very independent and form strong friendships.
- The manager and her staff members are motivated and passionate about what they do and clearly love their job. They have worked tirelessly to make improvements. The inspired team work well together, creating a warm and welcoming environment where children make good progress in their learning.

It is not yet outstanding because

- Staff do not always introduce children to the sounds of letters during activities, such as story times and singing, to support children's early literacy.
- There is occasionally inconsistency in focusing on children's next steps because staff do not note these on the planning documents which are displayed for staff reference.

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 children play in their main playroom and the outside play area.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector sampled documentation including safeguarding documents and children's assessment files.
- The inspector sought parents' views through discussion on the day of the inspection.

Inspector

Gillian Cubitt

Full report

Information about the setting

Tadworth Pre-school re-registered in 2013 as a private provision. It operates from the first floor of an apartment block situated in London, close to Southwark Tube and Waterloo mainline station. There is an intercom entrance from the street level. The pre-school is open from 9am to 3.30pm each weekday during term time only. Children have the use of one main playroom where there are toilets and kitchen facilities. There is also an enclosed outside play area.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 13 children on roll in the early years age group who attend a variety of sessions. The pre-school supports children with special educational needs and/or disabilities.

There are three members of staff who hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- improve the programme for literacy by regularly introducing to children the sounds that letters make
- create consistency in the focus on children's next steps in their learning by ensuring the existing good quality observations of children's progress are linked to the weekly planning.

Inspection judgements

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

Children learn effectively by playing and exploring in an environment that staff organise well, enabling the children to develop a high degree of independence. The manager and her staff demonstrate good teaching skills. They understand that children learn best when they are active and through purposeful play. Consequently, all activities that children choose show their developing confidence to experiment, making them active learners. Along with the comprehensive details parents complete about their children when they start, staff also carry out their own initial observations. From this, staff assess what children are able to do and then accurately monitor the progress children make in their learning. Key persons regularly observe children in their activities to evaluate children's next stage in their learning. Staff know their small group very well so they intuitively know how to support individual children well to ensure they make progress.

However, staff occasionally overlook children's individual goals because they do not consistently make reference to these in the weekly planning which is displayed for staff reference. Consequently, some focus is lost to challenge and extend an activity for the more able children. For example, to consistently engage older children with phonetic sounds as they endeavour to write their names. Nevertheless, the very wide range of interesting activities have depth and breadth to children's play experiences and staff clearly link their observations to children's ages and stages of development. Therefore, this minor oversight does not impact on children's good progress over time. For example, staff complete regular reviews of children's learning to which parents contribute. This includes the progress check at age two, where parents and staff share their views to support the children's progress in their prime areas of learning and development.

Adult-guided experiences provide children with opportunities to learn how to make salt dough so they are able to make model owls. Staff engage with a small group of children which supports their personal, social and emotional development as they help each other, distributing the bowls and spoons. Staff help children to count the spoonfuls of flour and salt in equal amounts into their bowls, aiding children's early counting skills. Staff also allow children to experiment by adding water and watch the change in consistency. Children and staff say descriptive words such as 'sticky', 'gooey' and 'squelchy' to express what they see and feel. Children learn they have to add more flour, which helps their early problem solving skills. With the right soft consistency, children show their good coordination skills by kneading and rolling the dough before it goes to rest in the fridge. Staff explain the process well which teaches children about how different ingredients change when they mix them together. Staff also ask children to write their names on labels to identify their own work. However, staff do not use the sounds of letters to support children's early letter writing and recognition. This is also apparent during group story times where staff and children happily chat and read their favourite stories. Children's speech and language is developing well through staff interactions and running commentary. Children listen attentively showing their understanding and they even contribute to some words and sentences because they know the story well. However, staff do not explore the different sounds to the full extent to support children's early literacy.

Children have many opportunities to express themselves in other activities such as arts and crafts, using a wide range of media, paint, card, material and glitter. Children show an interest in knitting so staff provide resources and teach basic skills which support children's physical development and understanding of how garments are made. Children build with a range of different blocks and interconnecting bricks and learn about size and shape. Staff introduce two and three dimensional resources in their 'maths corner' to help children to make comparisons.

Staff follow the children's lead well and act flexibly and spontaneously where a change of direction is needed, which stimulates and reinvigorates children's play. For example, staff paint a wall outside black so children are able to write with different chalks and then use water spray to wipe it clean.

Parents spoken to during the inspection confirm that they are happy with the progress their children make. They share the children's progress journals and contribute to their

children's progress check at age two. Children take work home and staff give daily feedback which supports children's continued learning at home.

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

Children are extremely happy and form close attachments to staff. Children are independent and confidently see to their own health care needs. This is because they have low-level hooks for coats, toilets and wash basins. Children know that clean hands means healthy bodies. Older children explain why they clean tables because they are unable to put their sandwiches on dirty areas as this makes them unwell. Staff encourage children to develop these good hygiene practices as part of the daily routines so that children learn and understand the importance of developing healthy habits prior to going to school. Children also have freedom to play both inside and outside on their large rooftop garden. They climb on apparatus, ride a wide range of vehicles and children bounce and kick balls to each other in active play. Staff talk to them about what is happening to their bodies when they run and children learn to help themselves to water when they are thirsty.

Children learn how to keep themselves safe because they show care for their friends. They learn how to manoeuvre cars and bikes around the playground and park them in designated parking bays to keep the area clear for other activities. Children show good safety awareness by explaining how they immediately leave their activities when they hear the fire bell. Older children confidently explain the reasons which shows they appreciate the need to act quickly and calmly in the event of an emergency evacuation of the building. Staff also ensure children's safety by carrying out regular risk assessments of the building as well as the toys and equipment that children use. Recently, the manager organised a full review of the pre-school's many resources to ensure suitability and appropriateness. By the removal of some toys and the addition of others, children's play areas are very welcoming, bright and colourful. All children are able to make choices, which support their healthy development.

Children attending the pre-school settle well because staff tailor this time to each child's needs. Children and parents become very attached to their key person, which makes them feel very safe. Staff also provide support to children as they move to their local school, by maintaining the good links with teachers and providing final assessments to support children's continuous learning.

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

The management team has worked extremely hard since the last inspection to make good progress. As a result, there is a considerable improvement in the outcomes for children. There are now good systems in place to support staff through supervision and appraisals, which mean children are benefitting from staff's attention to improving their skills. Staff are now able to demonstrate a good knowledge of the learning requirements of the Early Years Foundation stage through their ability to make accurate observations of children's

play. Staff provide children with a stimulating environment and a good range of interesting adult-led activities. The manager acknowledges areas for improvement and immediately puts new ideas into effect. The pre-school has had the benefit of regular support from the local authority teacher consultant to help ensure this pre-school continues to make good progress overall.

There has also been a complete overview of the current policies and procedures and staff have attended recent safeguarding training. Consequently, staff know how to protect children, following clear procedures of referral. All staff have checks for suitability and there are systems in place for vetting and training new members of staff in the future. The rigour staff employ to vet all visitors and those who collect children means that children's well-being is secure. Staff have made significant changes to the safety of the outdoor area, which further ensures children's security.

There is a strong partnership and support from parents, which aids children's progress and learning. The parents' notice board provides them with up-to-date information on the Early Years Foundation Stage, as well as information from other agencies that support families and young children. Parents are now fully involved in their children's learning and they contribute and share ideas of how to support their children while they are at the pre-school and continue this when at home. Staff have links with external agencies for children and they follow guidance where a child needs extra support. Secure partnerships with local schools secure children's smooth move to their next setting.

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

Unique reference number	EY460699
Local authority	Southwark
Inspection number	963549
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	13
Name of provider	Lorraine Brenda Glazier
Date of previous inspection	09/10/2013
Telephone number	0207 928 7048

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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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