

Parkside Playgroup

176 Goodmayes Lane, Ilford, Essex, IG3 9PP

Inspection date	19/05/2014
Previous inspection date	04/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enjoy their time at the playgroup as staff plan a good range of activities to support their learning and development.
- Staff regularly observe and assess children's progress, which helps them to make consistent progress in relation to their starting points. There are good processes in place to track children's learning. This helps to support their future development.
- Children enjoy developing their early writing skills using a varied range of resources, which allows them to put meaning to the marks they make.
- Staff have developed good relationships with parents. This supports the sharing of information to enable children and their family to feel valued.

It is not yet outstanding because

- Staff do not always explain to children the consequences of their actions to enable children to develop an understanding of keeping themselves and others safe.

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 observed children's play, indoors and outside.
- The inspector sampled documents, policies and procedures.
- The inspector and manager undertook a joint observation of an activity.

Inspector

S Campbell

Full report

Information about the setting

Parkside Playgroup is a committee-run provision. It registered in 1992 and operates from two halls in Parkside Community Centre. The community centre is located in a residential area of Goodmayes in the London Borough of Redbridge. All children share access to an enclosed outdoor play area. The setting is disability friendly.

The pre-school is open each weekday from 9:15am to 12:15 pm Monday to Friday term time only. Children attending the pre-school are from two to under five years. There are currently 57 children on roll in the early years age group. The pre-school receives funding for the provision of early education for two-, three- and four-year-olds. The pre-school mainly provides for children in the local community. The setting supports children who learn English as an additional language.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school employs 11 members of staff. Most staff, including management, hold appropriate early years qualifications. One member of staff is working toward a childcare qualification.

What the setting needs to do to improve further

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

- further support children's understanding of the consequences of their actions through discussion.

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 Early Years Foundation Stage and support children's learning and development well. From the outset staff undertake a varied range of observations to effectively support children's learning. Children's learning journey clearly identifies their next steps in learning. Although current processes are being developed, staff use these well to support children's individual needs and abilities to inform planning. Consequently, children's interests are incorporated in the planning of daily activities to ensure it is meaningful for individuals and groups of children. Children benefit from observing some aspects of living things, for example a tortoise. Staff take time to talk to children about the purpose of the tortoise shell, hibernation and what they eat. This means that children are developing a good understanding of the world.

Children enjoy imitating real life scenarios while using wheeled toys. While their friends hold the 'stop', 'go' and 'one way' signs children patiently wait to be prompted to move

their wheeled toys or stop. This demonstrates an effective shared knowledge of the community in which they live. Younger children confidently carry out simple instructions well, for example helping staff to tidy up. Staff use good questioning techniques to talk to children and, as a result, children are able to use complex sentences to express themselves, for example sharing that they go in the swimming pool on holiday. Children are self-assured, they confidently approach a number of staff to show them their new trainers which demonstrates that they are confident in their environment to initiate discussion.

Children enjoy and benefit from making purposeful marks and are beginning to draw recognisable shapes. Children happily share their drawings with staff and adults. Children willingly inform staff their picture is their mummy and a baby because they acknowledge children's achievements. This helps children to talk about things that are special to them.

Children have good opportunities to develop a positive interest in pretend material to effectively to early literacy skills. This is because books are readily available both indoors and outdoors. Older children take pleasure talking about 'opposites' while looking at books, for example start and finishing, slow and fast, wet and dry. Children spend ample time outdoors practicing their early writing skills using paint brushes and water on the pavement. They also enjoy using mounted chalks boards. Children experiment by using water and brushes to erase the marks on chalk boards. Others are able to extend their learning by flicking their wet paint brush to observe the patterns as a result of their actions.

Through practical situations children are encouraged well to identify number sequence and use simple additions. Children join in while staff count how many children are in a line prior to playing outdoors, and while playing balls games staff count how many times the ball bounces. Children's imaginative and creative skills are effectively encouraged. Children use various toys to make models and designs, for example construction toys.

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

Children are cared for in a safe and secure environment. The provider has taken positive steps to ensure the premises are safe and secure for children to play and learn. Staff are deployed well while children play indoors and outdoors which means that children are effectively supervised. Children leave their parents with ease, which demonstrates that trusting relationships are built. Children are familiar with the routine of the day. This is evident when staff ring the bell and children line up to play outdoors. New children are supported by staff to join in daily routines and activities. This promotes an inclusive environment and ensures all children are supported. A variety of faces are displayed in the outdoor area so that children can express their emotions, for example happy, sad, fearful, jolly, angry and happy. Children's transitions to school are supported because staff have made secure links with neighbouring schools and transitions reports are sent to all school. This means the school staff are able to build on children's learning and development.

Children's independence is promoted well because helpers are chosen to help staff

prepare the snack tables by putting out cups and plates for their friends. Additionally, children are encouraged to butter their toast. Children receive healthy snacks which include a variety of fruits. This supports children's understanding of foods that are good for them. A visual menu is in place to support children learning English as an additional language and/ or who are non-verbal. Children enjoy outdoor play with their friends and staff. Children use small tools while playing with the compost and sand, for example a rake, shovel and moulds. In addition, children are able to explore a range of textures to promote their sensory experiences while playing with the damp sand and dry compost.

Children show increasing control while throwing a ball back and forth to staff. This promotes a range of physical skills and coordination. Children use wheeled toys, confidently learning about road safety awareness as they follow stop and go signs. Children place their tricycles in a parallel line when they have finished riding their tricycles, which minimises potential hazards. Staff liaise with the Community Police Officers to help children learn the importance of stranger danger. This helps children to develop a secure understanding of keeping themselves safe. Children are cared for in a well-maintained environment. There are posters displayed in the toilet area to remind children to wash their hands. This helps children to learn about the importance of good hygiene routines to keep themselves healthy.

Children are well behaved and play with their friends harmoniously. Children are gently reminded to share the resources so that they develop a good understanding of taking turns with their friends while playing on wheeled toys. Younger children are able to follow simple instructions, for example tidying up, which supports effective social skills. However, staff do not always explain to children why they should not throw their paint brush to help them learn about the consequences of their actions. Children receive compliments from staff, enabling them to feel good about themselves. For example, staff comment positively about their hair, their artwork and clothing. This helps to promote children's self-confidence and self-esteem.

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

The inspection was brought forward as a result of a notification from management. The concerns relate to a child being able to leave the premises unsupervised for a very short period. The inspection found that the provider took prompt action to ensure that this could not happen again and that there are now good procedures in place to promote children's welfare. During the collection time staff are now effectively deployed and children are supervised fully at all times. Additionally, arrangements are now in place so that parents are clearly visible and children are collected by known adults. Parents now wait in a single line which helps staff to monitor all children's whereabouts.

Staff demonstrate a thorough understanding of child protection issues and their role in undertaking safeguarding procedures to promote children's welfare. There are effective vetting procedures in place to ensure children are cared for by suitable adults. Management undertake appraisals and supervision to support staff's ongoing professional

development. In addition staff attend training to support their professional development. Staff work closely with the local authority to support children's play and learning. Consequently, new revised systems for observation, assessment and planning have been put in place to support children's development.

There are effective processes in place for self-evaluation. Recommendations made at the last inspection have been addressed. Children benefit from using simple programmes on the computer to develop their coordination skills using the computer mouse and through comprehensive planning children take part in a range of outdoor activities to support their learning and development. In addition, through approved funding children's outdoor experiences will be extended in the foreseeable future, and plans include obtaining large scale equipment and the installation of artificial grass.

Staff have developed good relationships with parents. Staff ensure parents are kept up to date regarding organisational issues and procedures through regular discussion and newsletters, for example the collection time. This ensures secure partnership working to promote children's well-being. A range of information is available to parents about children's learning and development. For example, planning is displayed and staff have discussion with them as well as formal meeting to share the progress check for children aged two, assessments and learning journeys. This ensures parents are kept up-to-date about various aspects of children's progress and play.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	128477
Local authority	Redbridge
Inspection number	975340
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	60
Number of children on roll	57
Name of provider	Parkside Community Centre Committee
Date of previous inspection	04/05/2011
Telephone number	020 8590 7497

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

