

# The Old School Playgroup

Neighbourhood Centre, Gubbins Lane, ROMFORD, RM3 0QA



## Inspection date

15 June 2015

Previous inspection date

15 December 2009

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Staff develop strong attachments with children and, as a result, children are happy and settled in their environment.
- Staff provide good support for children with additional needs to promote an inclusive environment and to ensure no child is disadvantaged.
- Staff demonstrate a strong understanding of how to support individual and groups of children to help them make good progress in all areas of learning.
- Robust recruitment procedures are in place to ensure children are cared for by suitable adults. Furthermore, staff's professional development is supported through ongoing meetings, appraisals and training. This creates a secure environment and good outcomes for children.
- Staff ensure children are safeguarded because they have a strong understanding of child protection procedures. Staff are well deployed while children take part in activities, which promotes their welfare.

### It is not yet outstanding because:

- Occasionally, staff do not check that furniture is the right height for the children using it to make it as easy as possible for them to take part in activities.
- Staff do not always ensure that children have lots of opportunities to use their early drawing and writing skills freely.

## What the setting needs to do to improve further

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

- improve the organisation of activities to check that young children can take part in activities at their own height so that they can play more comfortably
- provide more opportunities for children to write and draw to promote their literacy and creative development.

### Inspection activities

- The inspector observed children's play, indoors and outdoors.
- The inspector sampled documents, including children's development records, policies and procedures.
- The inspector held discussions with management about the pre-school's self-evaluation processes.
- The inspector invited the manager to undertake a joint observation of an activity.
- The inspector gathered the views of parents through random sampling and discussions.

**Inspector**  
S Campbell

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff plan good opportunities for children to learn. They build on children's natural curiosity by providing activities that enthuse children and make them want to find out more. Staff skilfully extend children's learning by encouraging children to use books to find out answers to their questions, which encourages children to be enthusiastic readers. Staff provide good opportunities for children to use simple mathematics in their play and everyday situations. Through thoughtful planning of focused activities, such as games, staff encourage children to learn about number. They also extend children's learning by helping them to use measuring tools to work out and compare distances. Staff use questioning and listening techniques well to support children's communication and language skills. Young children show that they are confident in expressing their wants and needs, and they are able to undertake simple personal care tasks. Older children are confident to join in conversation with others.

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

Staff help children to learn about good personal hygiene routines through everyday situations. Children play well together. They show confidence while playing group games and share and take turns with their friends. Staff gently reinforce boundaries to help children learn about their own personal safety. They explain to children, for example, why they should not run indoors, which supports children's understanding about the consequences of their actions. Staff provide nutritious snacks and help children to learn about foods that are good for them. Staff celebrate children's achievements and provide activities that support children to be emotionally prepared for moving on to school. They make links with school staff to share information and provide continuity in children's learning.

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

Staff develop strong relationships with parents, who comment on how well their children make progress. Staff understand the importance of supporting children with additional needs. They work with others to provide consistency in children's care and to support their progress. Staff reflect well on the provision to find out what is working well and what they might improve. They actively involve parents and children so that their views contribute to setting improvement targets for the provision. Staff show that they have a strong understanding of the Early Years Foundation Stage. They carry out effective observations and assessments to monitor children's learning. Staff hold current paediatric first-aid qualifications to promote children's welfare. They plan the outdoor area effectively to help promote children's well-being, learning and play.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY395620                 |
| <b>Local authority</b>             | Havering                 |
| <b>Inspection number</b>           | 830669                   |
| <b>Type of provision</b>           | Sessional provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 5                    |
| <b>Total number of places</b>      | 40                       |
| <b>Number of children on roll</b>  | 107                      |
| <b>Name of provider</b>            | Janet Susan Guvenc       |
| <b>Date of previous inspection</b> | 15 December 2009         |
| <b>Telephone number</b>            | 01708379876              |

The Old School Playgroup re-registered in 2009 under new ownership. The setting is located at Harold Wood Neighbourhood Community Centre in Harold Wood, Romford, Essex, within the London Borough of Havering. The playgroup operates Monday to Friday from 9am to 12 noon and 12 noon to 3pm, term time only. The provider employs 16 staff. All staff, including the managers, hold appropriate early years qualifications.

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