

Oakfield Pre-school Playgroup

Vine Church Hall, Holstock Road, Ilford, Essex, IG1 1LG



Inspection date	13 January 2016
Previous inspection date	13 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider has a good understanding of her role and responsibilities to keep children safe and promote their education effectively.
- The provider monitors staff practice and children's development effectively. Staff gather information and use this well to support all children to make good progress from their starting points.
- Staff complete training, for example in observation and assessment, to monitor children's learning and to offer them good opportunities to develop and extend their experiences.
- Staff are good role models. Children are motivated and confident. Staff know how to meet children's physical and emotional needs well.
- Staff establish effective relationships with parents, which help to ensure children's learning needs are met successfully. For example, staff share progress reports with parents and invite them to contribute to their children's learning.

It is not yet outstanding because:

- Staff do not always encourage children to be involved with the preparation of play opportunities to help promote their independence skills even further.
- Staff miss some opportunities to fully use and maximise mathematical language with children to enhance their learning experiences more effectively.

What the setting needs to do to improve further

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

- increase opportunities for children to be more involved in the preparation of activities to enhance their learning experiences
- introduce more mathematical language into children's everyday play to extend their understanding of mathematical concepts.

Inspection activities

- The inspector toured the premises.
- The inspector carried out a joint observation with the provider.
- The inspector observed the quality of the interactions between the staff and children.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.
- The inspector read a sample of relevant documentation during the inspection.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify any concerns about a child's welfare and to report these to the relevant agencies. The provider ensures children's safety, as she makes sure staff carry out detailed risk assessments of the environment. The provider has met the actions and recommendations from the previous inspection, driving improvement. For example, she now carries out and maintains all suitability checks on committee members and informs Ofsted of any changes. Staff now promote children's independence more effectively, such as at snack time when they encourage children to sit at the table. The provider strengthens practice through self-evaluation. She works closely with external agencies to assess the strengths and weaknesses of the setting. She has also completed a quality assurance scheme for children aged two years. This enables staff to provide improved learning opportunities for the younger children.

Quality of teaching, learning and assessment is good

Staff use information from continuous observations and assessments to promote children's future development effectively. Staff promote children's creative skills well. For example, children enjoy manipulating and making pretend food from playdough as they discuss the foods they are familiar with. Staff encourage children to build on their physical skills. For example, children use the garden space to develop their coordination, speed and balancing skills. Children build with construction toys, use textured materials outside and enjoy the fresh air. Staff promote children's language and communication skills effectively, supporting children who speak English as an additional language well. For example, staff read to children and encourage them to sing and speak in groups.

Personal development, behaviour and welfare are good

Staff promote children's awareness of others in the community well. For example, children play with resources staff use to promote diversity and find out about differences in how people celebrate cultural festivals. Children and parents benefit from staff who speak a variety of different languages that represent the community. Staff teach children about the consequences of behaviour. For example, children learn right from wrong and to share, take turns and behave well. Children are offered nutritional snacks and drinks. Staff promote children's understanding of healthy lifestyles. Children learn about safety issues as they play inside and outdoors. Staff support children to be ready for school. For example, children visit local schools and talk about when they will attend.

Outcomes for children are good

All children are well prepared for future learning and school. They make at least typical progress in their learning and development, and some make better progress. All children quickly learn to talk and speak English; they are happy, secure and learning fast.

Setting details

Unique reference number	128476
Local authority	Redbridge
Inspection number	1034719
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	25
Name of provider	Oakfield Playgroup
Date of previous inspection	13 February 2015
Telephone number	07879 663 251

Oakfield Pre-School Playgroup registered in 1992 and is situated within the London Borough of Redbridge. The setting is open each weekday from 9am to 12 noon and in the afternoon from 12.30pm to 3.30pm, during term time only. The provider receives funding for free early education for children aged two, three and four years. The provider employs six members of staff, all of whom hold relevant qualifications to at least level 2.

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