

# Inspection of Romford United Reformed Church Playgroup

Romford United Reformed Church, 58 Western Road, Romford RM1 3LP

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Inspection date: 22 March 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are at the centre of this unique setting. They attend with great joy and eagerness and have an excellent and positive approach to learning. Children have fantastic social communication skills, expressing themselves with ease and confidence. They form strong and warm relationships with the staff, who provide an inspiring, exciting and inviting learning environment. Children have access to a wide array of inspirational books. Their favourite story is about a bunny looking for Easter eggs. Children listen intently to the story and participate in meaningful discussions. They learn new words and make predictions. This helps them develop a passion for reading and builds on their language and literacy skills.

Children have amazing opportunities to learn more about music and rhythm through exploring various musical instruments. They giggle and smile with excitement as they make very soft or very loud noises. Children learn new words, such as 'musical triangle, tambourine' and 'shake' to further enhance their vocabulary and build on their communication and language skills.

Children develop a great sense of exploration and discovery. For example, they learn how to operate magnets using real tools and resources. This enhances their understanding of the world they live in. Children also have an amazing time exploring the water tray, filling and emptying jugs to make the water spinner move round and round. This helps to support their problem-solving skills and critical thinking.

## **What does the early years setting do well and what does it need to do better?**

- The setting offers a rich environment with exciting and meaningful learning opportunities. Children learn new sounds and letters through focused group activities. They have fantastic opportunities to use various mark-making tools and materials to develop their fine motor skills, dexterity and creativity. This helps them build on their early reading and writing skills. Children enjoy singing their favourite nursery rhymes and express themselves through music and actions. They follow instructions with ease and take turns with confidence.
- Children have fantastic opportunities to stay active and develop their gross motor skills. In the garden, they run around with great joy and enthusiasm, avoiding obstacles. Children operate equipment and apparatus with confidence. This helps them to build their stamina, coordination and spatial awareness.
- Children behave exceptionally well and have excellent manners. They display high levels of respect towards their peers and the staff. Children understand the setting's established routines and boundaries. They are confident to approach staff to ask for help. Children are incredibly independent. They are able to put on their coats and shoes with ease and confidence. This helps to support their

self-esteem. Children show great levels of concentration and determination when building on their mathematical skills. For example, they count with conviction and know that two alongside two makes 22.

- Staff have strong and sound relationships with their key children. They have robust knowledge of assessment, the curriculum and children's next steps. Staff contribute positively to children's progress in all areas of learning. Children's communication and language development is supported and extended, including at snack time. Staff support children who speak English as an additional language particularly well. Children's imaginative skills are extremely well promoted and supported and they have exceptionally positive interactions with their peers.
- Partnership working with parents is strong and effective. They comment on the 'inclusive, robust and effective approach' staff have to children's learning and development. Parents praise the staff and leaders on how well they support the children in their transition to school. They mention with great pride how they 'trust and value' the staff.
- Staff benefit from regular meetings and training, enabling them to develop their excellent practice and knowledge. They feel extremely well supported in their roles and career growth. In addition, they say they are very happy to work at this setting.
- Leaders have a clear and ambitious vision for their setting. They constantly reflect on their practice and strive to deliver exceptionally high-quality care and education for the children. Leaders value the staff and place great emphasis on their well-being and professional development. They have strong and effective training programmes in place, which are delivered at regular intervals. Leaders have a great understanding of how to create an inspirational learning environment for all children and celebrate all their achievements from the setting and from home. This provides excellent continuity of care and education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and leaders have an extremely sound knowledge and understanding of safeguarding, including wider aspects such as the 'Prevent' duty and female genital mutilation. Staff understand the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. Staff and leaders have effective and accurate policies and procedures in place to guide them, which they review regularly and share with the parents. Staff and leaders complete regular training to keep their knowledge up to date. Staff carry out excellent risk assessments regularly to ensure children's safety and welfare. Furthermore, effective staff deployment means that children are exceptionally well supervised and cared for.

## Setting details

<b>Unique reference number</b>	2619870
<b>Local authority</b>	Havering
<b>Inspection number</b>	10276090
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Marriott, Lesley
<b>Registered person unique reference number</b>	2619871
<b>Telephone number</b>	07516 936620
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Romford United Reformed Church Playgroup re-registered in 2021. It is located in Romford in the London Borough of Havering. The playgroup is open from Monday to Friday, from 9am until 12 midday during school term times. There are six members of staff, all of whom hold early years qualifications at level 3. The playgroup provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anca Sandu

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The inspector and manager completed a learning walk together. They discussed how the curriculum is organised and what the manager wants children to learn.
- The inspector observed the quality of teaching and education, outdoors and indoors, and assessed the impact this has on children's learning.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- Children spoke with the inspector about the activities they were doing.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of the staff working at the setting.
- Some parents spoke with the inspector. The inspector took their views into account.

We carried out this inspection 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.

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