

# Rookstone Playgroup

Inspection report for early years provision

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**Unique reference number** EY284192  
**Inspection date** 24/02/2009  
**Inspector** Janet Sharon Williams

**Setting address** Tooting United Reformed Church, Rookstone Road,  
London, SW17 9NQ

**Telephone number** 0208 767 2019

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Rookstone Playgroup was re-registered in 2004, but has been running since 1995. It operates from church premises, and is within close proximity of Tooting Broadway in the London borough of Wandsworth.

The playgroup has daily use of two rooms on the first floor, a small room used for quiet play and a larger group playroom. Children are supervised when using the toilets on the ground floor, as the playgroup share these facilities with other users of the church premises. A small kitchenette is also provided. There is no outside play area. However, two or three times a week children can access the ground floor hall for physical play activities.

The playgroup are registered to provide care for 18 children aged two to under five years of age. There are currently 17 children on roll aged from two to three years of age. Children attending speak English as an additional language. No children currently have special educational needs.

The playgroup operate Monday to Friday, term time only, from 10:00 to 12:30. Children attend from the local vicinity and are reflective of the diverse community.

Two staff work directly with the children and both hold relevant childcare qualifications. Students and parents also attend to ensure staffing ratios are maintained.

The group receive support from the Wandsworth Primary Play Association (WPPA) and have access to training through the local authority. The playgroup is also registered on the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

The overall effectiveness of the provision is satisfactory. Children are making acceptable progress through being provided with a varied range of resources and play materials. The organisation of the environment provides an appropriate learning environment for all children attending. Staff positively interact with the children and inclusive practice is promoted through providing a positive surrounding for children and parents who do not speak English as a first language. Management and staff are aware of their strength and weaknesses and thrive to make improvements to enable children to develop and learn.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- devise and implement an effective to discuss/share children's progress with parents
- develop knowledge and understanding of the six areas of learning

- ensure children's progress reports are kept up to date
- review system for recording children's arrival and departure times
- ensure sockets not in use are inaccessible to children
- improve practices for hand washing to avoid cross contamination.

## **The leadership and management of the early years provision**

The setting runs efficiently and resources are well used. The organisation of the setting allows for children to develop and learn covering all of the six areas of learning. Although written activity plans are in place they do not include the six areas of learning, however a separate planning documentation evaluates how and what the children are learning. The manager demonstrates some knowledge of the six areas of learning, but overall she is not able to fully explain the areas of learning the activities provided represent within the Early Years Foundation Stage. Most children are three and under therefore the environment mainly promotes their welfare and growing. Children are developing. Written observations are in place and assessment plans identify what children know and are learning covering the six areas of learning. However, most of the assessment plans are not dated therefore; it is not known/clear what age children are at on completion of the observation. Profiles and reports are completed and available for when children move on to either nursery school/classes. Staff frequently talk to parents about their children's progress. However, there is not a set time or date allocated to when they talk to parents, such as an organised parent's day/morning.

Most policies and procedures and written documentations are in place. However, some information is out of date, for example, Ofsted's contact details. Although an attendance register is completed after the arrival of most children. Parents are requested to record their children's arrival and departure times. This system is ineffective, as most parents fail to record the required information. As a result children could be at risk. Good written risk assessment procedures are in place to check that areas used by the children are suitable and safe. However, in the area where children participate in physical play, only a few sockets that are not in use are covered. Staff ratio is sufficient and with the support of volunteers and students, children are well supervised. Staff are aware of their role and responsibilities and know the procedure to safeguard and protect children. The playgroup has addressed some recommendations set at the last inspection. The playgroup reviews their practice through the use of the self evaluation form, receiving support from the local authority early years department, and plans to attend further training for writing observation and completing children's assessments. This is to ensure that children achieve most of Early Years Foundation Stage (EYFS) before moving onto a nursery school/class.

## **The quality and standards of the early years provision**

The focus on children's learning within the EYFS is satisfactory. Suitable plans are in place to ensure children cover the six areas of learning. Staff positively interact with the children to enable them to focus on promoting children's personal development of individuals and/or groups of children. Small group activities are

provided each day, for example, creative art where children participate in art work that relates to the weekly theme. The weekly theme generally raises children's awareness and knowledge and understanding of the world, for example, small and large creatures, such as insects and creatures of the world. Children have the opportunity to learn their colours through planned activities according to their interest. Most children know their colours and can match symbols and to something that they are wearing. Each day children have indoor physical play to enhance their physical development and during the more warm days they enjoy time out in the park, visit the local shops and frequently have walks to the local library. All in which contributes to their learning and development and ensures that there is a balance to ensure that they achieve according to their stage of development. Children are happy and content. They settle well each day into the environment, responding to adults which demonstrate good relationships. Children also learn boundaries, know how to share and play well with each other.

Routines are in place for children to establish hygiene habits; staff remind children to wash their hands after using the toilet. However, the current arrangements for children washing their hands before meals does not prevent cross infection, as children all use the same bowl of water. Children enjoy well balance nutritious snacks each day. Menu plans in place demonstrate how children are provided with healthy options, such as crackers and cheese, a range of fruit and yoghurt. Children's dietary needs are respected and information about what children are allowed to eat are gathered prior to placement.

Children with learning difficulties or disabilities are fully inclusive; staff are aware of their needs and offer appropriate support to ensure that their welfare and educational individual requirements are met.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.