

Uxbridge Centre Playgroup

Inspection report for early years provision

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Inspection date	08/09/2010
Inspector	Victoria Vasiliadis
Setting address	Uxbridge Community Centre, 32b The Greenway, UXBRIDGE, Middlesex, UB8 2PJ
Telephone number	07786 594540
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Type of setting	Childcare on non-domestic premises

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Uxbridge Centre Playgroup is run by the committee of the Uxbridge Centre. It opened in 1984 and operates from a large church hall in the borough of Hillingdon. A maximum of 20 children under eight years may attend the playgroup at any one time. The playgroup is open each weekday from 9am to 12 noon, term-time only.

The playgroup employs five staff, of these, four hold appropriate early years qualifications. They are registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. They may care for a maximum of 20 children within the early years age group and there are currently 28 children on roll. The playgroup currently supports a number of children with special educational needs and who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have the opportunity to engage in a variety of age appropriate activities within a safe environment. However, the systems for ensuring unwanted visitors to the premises are not yet fully developed. Also, consistent records are not maintained for seeking consent in the event of an emergency. Children are making steady progress in their development; the setting continues to work on the systems for assessing and monitoring children's development. Effective partnership with parents and carers enables children's individual needs to be met. Self-evaluation is emerging and developing as the setting identifies areas that they wish to improve upon.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure consistent records are maintained in relation to obtaining written parental permission from parents for the seeking of emergency medical treatment in the future (Safeguarding and promoting children's welfare) 24/09/2010
- take steps to prevent intruders from entering the premises (Safeguarding and promoting children's welfare) 24/09/2010

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

- continue to develop the systems for observation and assessment and use the

- information to plan for the next steps in children's development and learning
- ensure evidence is obtained from a range of sources to assess the suitability of all those individuals working directly with the children

The effectiveness of leadership and management of the early years provision

Staff are secure in their knowledge and understanding of safeguarding issues and are aware of the procedures to follow should they have concerns about the children in their care. In addition, there are clear written procedures in place to support practice in relation to child protection. The management team do not allow people whose suitability has not been checked unsupervised access to the children. Criminal Records Bureau checks have been completed and appropriate records maintained, however, the setting do not have any other systems in place to assess the suitability of new recruits.

The staff are suitably deployed to ensure children are well supervised. Risk assessments are undertaken periodically that identify potential hazards. For example, a safety gate prevents children from leaving the premises and an intercom system has recently been installed so that visitors can be monitored. However, as the main front door is a fire exit it cannot be locked, which could allow unwelcomed visitors access to the premises. This therefore compromises children's safety.

The management team demonstrate a clear understanding of the importance of developing systems for self-evaluation, which continue to develop and emerge. They are keen to make improvements and have already begun to identify areas in their practice that need to be improved. For example, the systems for observing, assessing and planning are currently being reviewed and amended. Most of the recommendations identified at the previous inspection have been addressed. However, the recommendations in relation to the security of the premises and assessments records have not been fully addressed.

Children benefit from the positive relationships their parents and carers have with the setting. The systems for sharing information with parents are effective; for example, parents and carers are informed of their children's learning and development through progress reports that are periodically issued, informative notice boards that keep them informed of themes and the Early Years Foundation Stage and policies and procedures. Discussions with parents reveal that they are happy with the service provided. The systems for working with others involved in the care and education of the children are developing; for example, the setting has made some links with a local school in order to prepare children for the transition from playgroup to nursery school.

The playgroup strives to provide an inclusive service and they make adjustments to ensure the provision is accessible to all. Visual signs, key words and boards depicting different areas of learning support the inclusion of children and parents with English as an additional language and children with learning difficulties. The setting has appropriate systems in place when working with children with Special

Educational Needs and/or disability. For example, they seek support from the local authority inclusion team and access training such as sign language to communicate with the children. The management team provide children with a suitable range of toys, furniture and equipment to meet the needs of the children in attendance.

The quality and standards of the early years provision and outcomes for children

The quality of children's learning and their progress towards the early learning goals in relation to their starting points is satisfactory. The current systems in place to assess children's learning and development do not accurately identify how the children are making progress or the next steps in their development. However, the children are provided with a range of age appropriate resources and learning opportunities which are interesting and fun. For example, the children enjoy using their creative and imaginative skills whilst playing with the play dough.

Children receive lots of positive praise when they achieve something so their self-esteem is promoted. They are learning to share and enjoy playing either by themselves or alongside their friends. Their competency in communicating, speaking and listening are developing appropriately. Children are eager to participate in conversations with adults and their peers and are beginning to negotiate and take turns when speaking. Children enjoy having stories read to them in groups or individually and are beginning to understand that print carries meaning. Children are provided with a selection of resources that enable them to practise their early writing skills, for example, pencils, crayons and a selection of painting tools.

Children's problem solving and numeracy skills are supported by staff who help children to learn through practical everyday situations, such as counting how many bricks they have used to make towers and identifying different shapes and colours. Children have access to a selection of resources that increase their understanding of everyday technology, such as calculators, mobile phones and programmable toys.

Children are learning the importance of keeping themselves safe as discussions take place with the children throughout the day. Whilst children are engaged in imaginative play in the home corner, adults talk to them about the dangers they may find in their own homes. For example, they talk about ovens being hot and being careful when drinking hot drinks. However, staff have not consistently sought written consent from parents for the seeking of emergency medical treatment. This has an impact on the children's safety in the event of an emergency.

Children are supported in developing an understanding of adopting healthy lifestyles. For example, posters display images of healthy foods and children are provided with snacks and drinks that take into account their dietary requirements and any allergies they may have. Children are encouraged to access drinks as they wish in order to keep themselves hydrated. They have access to some resources

that challenge their physical development and enjoy using their skills to climb and slide down the apparatus.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met