

# Childsplay Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	139177
<b>Inspection date</b>	24/01/2012
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<b>Type of setting</b>	Childcare - Non-Domestic

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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

Childsplay Pre-School Playgroup was registered in 1997 and is located in the Cricket Pavilion of Ickenham Cricket Club, in the London borough of Hillingdon. The playgroup is registered to care for a maximum of 32 children at any one time in the early years age group and currently has 39 children on roll. It is open Monday to Friday from 9am to 12 noon during term time. They also offer a wrap-around service for those children within the group who attend the afternoon session at Breakspear Nursery. In addition, the playgroup offers a holiday play scheme for children within the early years and older age group. The playgroup provides funded early education for three and four-year old children. The playgroup is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The playgroup employs seven members of staff who work in rotation over the week. Of these, five staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled in the playgroup and are making steady progress in their early learning. Staff have a satisfactory knowledge of the Early Years Foundation Stage and, overall provide sufficient activities to support children's development. However, there are some weaknesses in planning and organisation to fully support individual children's learning needs and independent choice of activities. Most documentation is in place. However, the playgroup has not requested written parental consent to seek emergency medical treatment and does not obtain all necessary information from all parents. The staff team work well together; they are developing self-evaluation in order to make improvements to the service they provide. The partnership with parents is satisfactory, however, due to the ineffectiveness of the key worker system, not all parents are fully involved in their child's learning.

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

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

- ensure necessary information is obtained from parents in advance of a child being admitted to the provision which includes; emergency contact numbers; the child's special dietary requirements, the child's health requirements and information about who has legal contact and who has parental responsibility for the child (Safeguarding and promoting welfare)

21/02/2012

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

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

- develop the planning and observation methods to ensure the next steps for learning are clearly identified and inform the planning for individual children's interests and learning needs
- improve the organisation of the setting to provide further opportunities for children to select and use resources and activities independently
- develop the key worker system to meet the needs of each child and help them become familiar with the setting
- develop partnership with parents by ensuring all parents are included in their children's continuous learning and development.

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

The staff have satisfactorily developed their understanding of the requirements for documentation and now have in place a safeguarding policy, which includes the procedures to follow if an allegation was made against staff. They have a sound knowledge of the safeguarding procedures to follow if they were concerned about a child.

There are appropriate recruitment procedures in place to ensure adults working directly with the children have had suitability checks completed. New staff currently undertaking Criminal Records Bureau disclosures are not permitted unsupervised contact with children. Risk assessments are now in place and reviewed regularly. Staff complete daily safety checklists, which contributes to the children playing in a safe environment, both inside and out. Staff are deployed appropriately within the group to keep children safe and well supervised.

The playgroup maintains most documentation and now ensures the attendance register includes the times of children's arrival and departure. However, the playgroup has not obtained written permission to seek emergency medical treatment from all parents. Furthermore, the playgroup do not ensure they obtain necessary information from all parents such as emergency contact details, dietary or health needs and information about who has parental responsibility. These are both breaches of the Early Years Foundation Stage welfare requirements, but have a minimal impact on children's overall safety.

The staff team meet regularly to discuss the planning for future topics, and use this time to reflect on some practices, identifying focussed activities, which have supported children's learning and others that could be developed further. However, the system is not fully effective in identifying weaknesses. For example, the playgroup is sufficiently equipped with a range of equipment; but staff do not consider making other resources accessible to enable children to independently make free choices about their play.

The playgroup has established sound relationships with parents and staff provide verbal feedback at the end of the session on the children's day. Weekly newsletters keep parents informed about the topics planned and enable them to support their children's learning at home. Although children's records are accessible for parents, not all parents are made aware of this, which affects their involvement in their child's development.

The group operates a key person system; however new children are not allocated a key person before they start and this results in staff only developing a basic knowledge of each child's background and needs. Therefore, new children do not receive sufficient individual support from staff in their new environment.

The setting has developed some positive links with the local school and share transitional progress reports on the children due to start in the nursery. The playgroup offer parents wrap-around care for children who attend afternoon nursery. Children have their lunch at playgroup and then are escorted, either walking or in staff cars, to the nursery. Staff have a satisfactory awareness about supporting children's understanding of equality and diversity. Children have access to resources and visual images that are reflective of the wider community and staff plan activities around festivals throughout the year.

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

Children are happy and settled at the playgroup, and are making steady progress in their learning and development. On arrival, they are pleased to see each other and greet their friends and the staff at the beginning of the session. They separate well from their parent or carer and develop a sense of belonging in this friendly setting.

Staff have a sound understanding of the Early Years Foundation Stage. They observe and assess the children's development on a regular basis and record next steps of learning. However, they do not use the information sufficiently to tailor their planning to ensure each child's needs and interests are promoted further. Overall, children are supported and supervised sufficiently by the staff who work closely with groups of children or individually. Staff are generally knowledgeable of how to interact and question children to make them think and extend their learning further. The staff set up the room with activities, and children can move freely from one activity to another. Children enjoy using the construction bricks and build some intricate models. Staff sit with them and ask questions to develop their understanding of numbers, encouraging them to count the bricks and see if they can identify the different colours.

Children can generally practice their pre-writing skills and take part in colouring-in pictures of dragons. They attempt to write their names on their work, enjoy using note pads to make shopping lists and love to write letters to put into envelopes. Children also explore other creative materials, such as the sticky tape, and spend time engrossed in using the tape dispenser and sticking their pictures together. Children take part in creative activities such as painting at the easel and enjoy using their imaginations as they create their unique pictures. Children enjoy taking part in circle time, where they listen for staff calling the register and talk about the activities planned for the week. However, at these times the group is large and

consequently some children begin to lose interest. Children have satisfactory opportunities for physical play, and use the outdoor area when weather permits. They enjoy riding the tricycles indoors, bouncing on the trampoline and crawling through the tunnel.

Children develop appropriate skills for the future. Children are developing their confidence in computer skills and are learning about controlling the mouse and following simple programmes. Overall, children are well behaved; they respond positively to praise and encouragement by staff. Staff handle any difficulties sensitively and appropriately. Children are aware of using the sand timer to support them in learning about sharing and taking turns with activities.

Children are developing healthy lifestyles as they adopt good hygiene routines such as washing their hands after using the toilet and using the hand gel before eating their lunch. They can help themselves to nutritious snacks and water to drink throughout the day when they are hungry or thirsty. Parents provide a packed lunch for their children.

Children learn about keeping safe as they take part in regular fire drills, which helps them understand about safely evacuating the building. Staff reminded them about the safety rules when indoors, such as not running around. They learn about road safety as they walk together on their way to nursery in the afternoon.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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