

Uxbridge Centre Playgroup

Uxbridge Community Centre, 32b The Greenway, UXBRIDGE, Middlesex, UB8 2PJ

Inspection date	23/01/2014
Previous inspection date	08/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Close relationships are formed between staff and children resulting in a positive emotional environment where children feel safe.
- Children enjoy a wide range of good quality educational experiences in a stimulating environment.
- Children are developing strong early literacy and mathematical skills and experience good opportunities to learn through their play.
- Parents speak highly of the playgroup and feel that their children are fully supported by the staff.

It is not yet outstanding because

- Opportunities for children to play and learn outside especially during the winter months are limited.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interactions.
- The inspector and the playgroup supervisor undertook a joint observation.
The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and safeguarding arrangements.
- The inspector tracked a sample of individual children to assess progress.
- The inspector spoke with staff, parents and children.

Inspector

Sue Skinner

Full report

Information about 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 London 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 9.15am to 12.15pm, term-time only. The playgroup employs six staff, of these five hold appropriate early years qualifications. They are registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 36 children on roll and of these all are in the early years age group. The playgroup is in receipt of funding for the provision of free early years education for children aged two, three and four.

What the setting needs to do to improve further

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

- develop the learning environment so that children can play outside especially during the winter months.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children at the playgroup make good progress. Staff meet children's individual needs well and have good systems in place to promote learning. Children play in a stimulating environment that offers plenty of variety, interest and enjoyment. Staff demonstrate a confident knowledge and understanding of child development and are effective in supporting children to progress well in all areas. Staff are working at maintaining good assessment records and generally track children's progress carefully. Planning results from on-going observation and through children's individual interests. There is a good balance of activities which are led by staff and those which children choose independently. As a result, planning closely reflects children's next steps of learning.

The playgroup is equipped with a wide variety of resources which provide a range of interesting choices for children in areas that are clean, attractive and inviting. Children play with displays of numbers, letters and words which support their mathematical and literacy development effectively. Children are able to select what they want to play with independently because storage is positioned at an appropriate height. This results in children having high levels of concentration and enjoyment.

Staff teach children to develop good literacy skills. They encourage children to write as they provide opportunities for children to make marks and write for a purpose, such as creating shopping lists. Children experience a broad range of books in a cosy comfortable

area. Staff regularly read books to children throughout the session and children join in enthusiastically with familiar stories, developing a love of literature. Staff support children's understanding of early phonics by encouraging them to sing and make rhymes. This ensures that children are getting ready for their move to school.

Children develop crucial mathematical skills in number, shape and measurement. For example, they learn to count forwards and backwards as they sing about five little ducks. Staff teach children about shapes and quantities as they cut out and count play dough. Children solve problems during snack when they share out fruit and match colours of plates and cups. Staff use appropriate mathematical language to extend children's understanding as they use vocabulary such as 'taller' and 'wider' when building towers with children.

Children are encouraged to develop their creativity as they play in the themed imaginative 'construction site' play area. They engage in 'real life' experiences wearing protective clothing, using tools to build and measure. Staff play alongside children interacting purposefully to support their language development. They talk to children about tightening screws and measuring sizes of wood and they encourage children to problem solve as they discuss how many screws are needed. Children explore different creative mediums as they paint, shape dough and glue materials to the three little pigs' houses. They discuss what materials stick best to paper and card and they try out their ideas. Children have good opportunities to be musical as they play with instruments exploring making loud and quiet sounds.

Children are provided with daily opportunities to develop their physical skills. They use a range of tools such as scissors, glue sticks and pens which develop hand eye co-ordination. Staff set up obstacle courses and children use equipment such as a climbing frame, hoops and balls for more active play. Children delight in activities such as playing with a large parachute as they lift it up high, learn to move it quickly and slowly and run underneath. Children engage with nature as they play with natural pine cones and read books about animals. During the warm weather staff provide children with opportunities to grow plants outside and to watch butterflies hatching. However opportunities for children to learn outside are less well planned for during the colder weather which limits some aspects of their learning at some times of the year.

The contribution of the early years provision to the well-being of children

Children and staff develop close and warm relationships, which results in children feeling secure and settled. An effective key person system ensures children grow in confidence as familiar staff care for them. Staff know children well and are able to talk at length about the uniqueness of all children. They are aware of children's interests and their wider families and this helps them to meet children's individual needs fully. Staff value children's achievements and celebrate their successes, which promote children's self-esteem. For example, staff regularly give specific praise to children when they are listening carefully or sharing toys with other children.

Children learn about a healthy lifestyle as they are encouraged to eat balanced meals and snacks. Children develop independence as they choose when to have snack and play an active role in the preparation and sharing out of food. Children pour their own drinks and dish out their own food. Staff sit with children during snack times and these provide valuable opportunities for informal conversations. Children are encouraged to wash hands before snack, maintaining good hygiene standards. Staff have robust hygiene procedures for nappy changing which reduces the risk of cross infection and promotes children's health appropriately.

Children in the nursery are well behaved and have a positive attitude to learning, which shows that they feel safe and secure. Staff are skilful at settling in new children into the playgroup providing hugs and comfort when needed. Staff remind children of the playgroup's two simple rules, to be safe and to be kind to each other and children join in demonstrating that they understand. Staff give children examples of how to stay safe, for example they remind them to walk, not run, on slippery sand areas in case they fall. Staff present positive role models to children and genuinely appear happy, smiling as they play and interact in a variety of situations; this results in a healthy emotional environment which is essential for children's all round development.

Relationships with parents are strong. Parents speak very highly of the playgroup and say they are confident and trust that the staff look after their children well. Parents are involved with their children's learning and feel they are kept well informed with newsletters and regular discussions with the key person. When children start at the playgroup, parents are given thorough information about the Early Years Foundation Stage. Parents comment that their children learn a lot while they are at playgroup. For example, they say their children become more confident and 'learn to speak better.' Parents know who their child's key person is and comment that all the staff are 'easy to talk to.' Parents are also happy that when their children first start at the playgroup there are solid settling-in arrangements that meet their children's needs fully.

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

Children are safe and well protected. Since the last inspection, the management has secured the premises more effectively by adding locks and a bell to doors, installing CCTV outside and providing an outside gate which has a security code. The joint supervisors and staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements. There is a good range of policies and documentation to enable staff to meet the requirements of the Statutory Framework of the Early Years Foundation Stage. For example, the management team provides information for parents and staff regarding the safe use of mobile phones.

Risk assessments and policies are regularly reviewed to ensure that they are effective and staff sign to say they have read and understood them. Staff are very well established and have worked at the playgroup for many years. Robust systems are in place to check the suitability of staff to work with children and this is monitored and recorded. Staff have

received appropriate training, for example, on paediatric first aid, food hygiene and safeguarding. They have a good understanding of how to protect children and are aware of the procedures they need to follow if they have a concern about the well-being of children. Staff are aware of what actions to take if they have safeguarding concerns about each other.

Staff record information and share this with parents when children have accidents. Fire evacuation drills are practised regularly and risk assessments are carried out to ensure the suitability of the premises. Daily registers are taken and record the times that children attend the playgroup. The joint supervisors have a good overview of children's learning and development and monitor the provision and staff well. Systems for ongoing self-evaluation are effective and they help to identify a clear plan for future improvements. The management and staff reflect on their practice through their own self-evaluation. They identify areas for development, for example children's opportunities for outside learning and staff training on the progress check for two year olds. There are good links between the playgroup and the local community, including local primary schools. Teachers visit the playgroup to introduce themselves, which supports older children well for their move to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	139164
Local authority	Hillingdon
Inspection number	813948
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	36
Name of provider	The Uxbridge Centre Committee
Date of previous inspection	08/09/2010
Telephone number	07786 594540

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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