

# Childsplay Pre-School Playgroup

Ickenham Cricket Club, The Pavilion, Oak Avenue, UXBRIDGE, Middlesex, UB10 8UT

<b>Inspection date</b>	08/01/2015
Previous inspection date	24/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff provide children with an interesting and fun range of activities and as a result, children are engaged well in learning.
- Staff observe and assess all children well and work effectively to identify specific learning needs and strategies to support them.
- There is a strong partnership with parents and the shared approach promotes learning and development well.
- Staff are good role models and as a result, expectations for children's behaviour are high and they respond well.

### It is not yet outstanding because

- Children do not benefit from spending time outdoors every day to be active and complement their indoor learning experiences.
- There are few places for children to sit quietly, either looking at books or in conversation with friends.

## 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 staff interactions with children as they played indoors.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation, including children's records, policies and procedures and staff suitability checks.
- The inspector spoke to parents and took account of their views.

## Inspector

Deborah Found-Bloodworth

## Full report

### Information about the setting

Childsplay Pre-School Playgroup registered in 1997 and is located in the Cricket Pavilion of Ickenham Cricket Club, in the London Borough of Hillingdon. The playgroup is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register and currently has 37 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. The playgroup provides funded free early education for three- and four-year old children. The playgroup employs five members of staff who work in rotation over the week. Of these, four staff hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- further develop opportunities to explore the outdoor space, especially in the winter months
  
- develop areas, such as the book area, where children can be cosy and have friendly spaces for communication.

## Inspection judgements

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

Staff collaborate with parents about children's learning from their first day. They find out what children like doing at home and observe the children in the playgroup to establish a starting point for planning. Each child's key person is responsible for monitoring their progress by observing them and planning for their next steps in learning. They include children's interests in playgroup and at home to make sure they enjoy what they are doing and achieve. Staff plan activities well so they are suitably challenging for each child and consolidate what they already know. They model use of the resources to help engage the children. For example during the inspection, staff began to build a tower with small construction bricks so children who were simply stirring the bricks could see how they might be creative with them. Staff encourage children's language development as they talk to them about what they are doing, introducing new words and asking questions. Children see words as text displayed around the playgroup and have a well-equipped writing area to practise early writing. Staff enthusiastically read to children at story time and engage them well. However, children do not regularly choose to look at books at other times. There are no cosy places for them to sit and enjoy books or develop a fondness for them, which will help them learn to read.

Staff encourage children to engage in a range of well-planned activities that cover all areas of learning. They show children how to count as they play with cars and puzzles, and fill containers in the sand and water trays, estimating quantities. Children are confident using technology. They enjoy child-friendly software on the computer and operate cause and effect toys so they find out how things work. Through the year, staff take children outside to gather natural resources that show them how the seasons change the environment. However, children have fewer outings during the colder months, which means they see less of the winter and lack the benefits of fresh air and exercise. Children do play some active games indoors that develop their physical skills, such as 'sleeping bunnies' and moving around a large parachute. Staff plan activities that enable children to take part in large and small groups as well as individually. This gives additional support to children who sometimes find it difficult to wait for their turn and develop attention and listening skills that will help prepare them for school.

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

The effective key-person system enables children to settle and feel safe from their first day. Staff focus on supporting the children so they feel secure and have trusting relationships with them. They are sensitive and caring, sitting close by the children for reassurance until they feel sufficiently confident to move away. They are reassured that their key person is still nearby to return to if needed, effectively promoting their emotional well-being. Staff follow routine procedures that keep children safe in the playgroup. They check for hazards before children arrive each day and supervise their arrival and collection so they only leave with their parents. Children behave well as they are occupied with fun and interesting activities. Staff encourage good behaviour with praise. They are good role models, speaking to each other calmly and children respond well to them.

Each child brings their own lunch to playgroup so they eat the correct diet for their individual needs. Snacks are available at the 'snack station' for children to eat when they recognise they are hungry, and they help themselves to drinks of water when they are thirsty. Newsletters for parents give them ideas of healthy options to include, so most children have fresh fruit included. Staff talk to children about being healthy, including personal hygiene and germs. Children learn to manage their own hand washing so they are becoming independent. The playgroup staff have strong links with the local school and walk some children there after having lunch at playgroup. This allows staff to talk to the teachers and the children about school to ease the move. Many resources are accessible for children to help themselves, encouraging their independence and confidence.

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

Staff make sure the playgroup is a safe place for the children as they check the premises for any hazards every day. They conduct emergency evacuations regularly so everyone knows how to safely and quickly leave the premises in an emergency situation. Children's

welfare is protected as staff understand the procedures to follow if they have any concerns. They know what signs to look for and how to report safeguarding matters. Management share the playgroup policies with all new staff and parents. New staff are recruited following a robust procedure that includes checking their suitability, qualifications and experience. There are regular staff meetings for staff to discuss any practice issues and planning for learning. One-to-one support meetings with the manager and each member of staff regularly take place, during which time any training needs are identified. This ensures staff continually develop their skills and knowledge to improve outcomes for children.

The manager monitors children's progress records to identify any gaps in their learning. She knows the children well and oversees the planning to ensure each child is suitably challenged. The manager compiles development plans for children identified as having specific learning needs so their learning is personalised. Staff regularly discuss playgroup issues as they strive for continual improvements in their provision. They seek the views of the parents and children by completing evaluations to identify what children enjoy and feel welcome. Staff work closely with external advisors who give them advice to further develop their practice. Staff also work closely with local schools so they work together for continuity in children's learning by sharing planning techniques. Children's development assessments are routinely completed in the playgroup which is a familiar environment for the children so more accurate assessments are achieved.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	139177
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	813949
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Linda Hutchinson
<b>Date of previous inspection</b>	24/01/2012
<b>Telephone number</b>	01895 639366

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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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