

# FIG Playgroup And Playscheme

90 Taunton Road, Harold Hill, Romford, Essex RM3 7SU



**Inspection date** 4 June 2019  
Previous inspection date 28 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Met	<b>2</b>
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is good

- Children are happy and extremely well cared for at this nurturing, highly inclusive and well-resourced setting.
- The provider ensures a high staff-to-child ratio is maintained. As a result, children receive highly focused one-to-one support when necessary.
- The provider ensures staff receive regular supervision and ongoing support for professional development. As a result, she has retained a nurturing staff team that has a wealth of childcare experience.
- Staff plan a range of exciting and thought-provoking activities for the children in line with their interests. Hence, all children remain enthused and deeply immersed in play and learning.
- Children with low starting points in communication and language receive exceptionally well-targeted support. Staff take advice from external agencies to offer high levels of support to individual children. As a result, many children, including those who speak English as an additional language, make rapid progress in their speech and language.
- Parent partnerships are strong. Parents hold staff in high regard and say they support the diverse needs of their children extremely well. They are very happy with the exceptional quality of care and education their children receive.
- The recommendation made at the previous full inspection has been firmly embedded in practice. Children now have ample opportunities to enjoy exciting long-term growing projects such as maintaining flower beds and planting beans.
- Staff make accurate assessment of children's progress. They plan highly effective and engaging activities that help children meet their next steps. At the time of inspection, the new system for tracking children's progress was under review as senior staff had already identified missing information in some children's data. As a result, some assessment data records held were incomplete and did not accurately reflect some children's actual level of achievement.

## What the setting needs to do to improve further

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

- continue to review the new system for tracking so the monitoring of children's assessment data accurately reflects their actual levels of achievement.

### Inspection activities

- The inspector sampled a range of documentation, including policies, children's records and staff files.
- The inspector held discussions with the provider and senior staff.
- The inspector spoke to staff and children at appropriate times.
- The inspector spoke to parents to gain their views.
- The inspector observed the interactions between the staff and children.
- The inspector carried out a joint observation of teaching with senior staff.

### Inspector

Olivia Awolola

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to spot the signs of possible abuse. They know the procedure to follow should they have concerns about a child. The provider has a clear agreed procedure in place to secure the safety of children and staff in the event of an unexpected emergency. Senior staff ensure all staff are aware of children's individual education plans. As a result, all children receive full support to make good progress. Senior staff have firm plans to swiftly improve the accuracy of children's assessment data. The provider enthusiastically incorporates the views of parents, staff and children in her improvement plans. Hence, children now enjoy an ice cream role-play corner and there are plans to hold a graduation ceremony. The provider ensures all children, including those with additional needs, are supported well to participate in activities. Overall, there is a strong culture of inclusive practice at the setting.

### Quality of teaching, learning and assessment is good

Staff plan activities that challenge children well. Outdoors, children show high levels of curiosity and wonder as they go on nature watches and listen for bird calls, for example. They learn to name different species of birds and record their numbers on tally sheets. Children confidently said, 'I see a robin.' Children pay close attention as they listen to stories as staff bring events to life with props and small-world resources. Children use a broad vocabulary as staff clearly emphasise key words while showing corresponding objects, emotions and actions. Children develop strong physical skills. They learn to ride tricycles, balance on and travel along equipment and dig in soil. Children develop good small-muscle movement as they play with and mould dough, paint and make marks.

### Personal development, behaviour and welfare are outstanding

Staff consistently communicate and embed high expectations for behaviour. Hence, children's behaviour is exemplary at all times. They routinely line up, take turns and move around safely. Children show high levels of respect for the adults, toys and resources. They have kind and positive friendships with each other and hold meaningful rich discussions as they play. Young children confidently manage their own personal hygiene. They independently wash their hands after playing and before eating and dispose of their used cups. Overall, children are very confident communicators. They said, 'We like to play in the gooey stuff best.' Staff promote children's independence extremely well. Hence, children confidently wear dressing-up outfits unaided and decide which toys and resources adapt and extend their exploratory play. Young children display highly impressive self-care skills. They independently pour drinking water from the fountain and decide when to sit and eat healthy snacks. Older children have empathy and regard for younger children, as they willingly make room for them to join their play.

### Outcomes for children are outstanding

Young children accurately recall and sequence the events of stories. They cooperate extremely well in small-group time. Older children confidently recognise and legibly write their names. Children quickly learn to count objects and actions, recognise numbers and match them to quantities. Older children learn to recognise letters and the sounds they

represent in preparation for school.

## Setting details

<b>Unique reference number</b>	EY432527
<b>Local authority</b>	Havering
<b>Inspection number</b>	10104640
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	The Family Information Group Committee
<b>Registered person unique reference number</b>	RP517493
<b>Date of previous inspection</b>	28 July 2015
<b>Telephone number</b>	01708378141

FIG Playgroup and Playscheme registered in 2011. It operates in Harold Hill in the London Borough of Havering. The playgroup is open each weekday from 8.30am to 3pm term time only and from 10am to 3pm during the school holidays. There are 52 members of staff; the playgroup has seven qualified staff, of whom five have a level 3 qualification or above, one has a level 2 qualification and one has a level 2 qualification and is working towards level 3. All of these staff are regular contracted staff. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

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