

Grove Park Playgroup

The Church Room, St. Pauls Church, 66 Grove Park Road, London, W4 3SB

Inspection date	13/11/2012
Previous inspection date	17/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are active learners they are happy in the setting and show strong levels of confidence and skills.
- Children spend time engaged in purposeful and stimulating activities; this includes regular outdoor play to enhance their broad range of learning experiences.
- Staff provide a good range of activities to promote children's learning about how to explore maths and science through outdoor play and to encourage their interest in books.
- Parents are very complimentary about the approachable and friendly staff and the way in which children develop confidence and self-esteem.
- Staff build good links with local schools to make sure children leaving the setting are well equipped to make the move with confidence.

It is not yet outstanding because

- Staff do not consistently support children's understanding of the reasons for safety precautions in the garden, such as explaining why they must not play near the gate.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play in the upstairs and downstairs group rooms and outdoors in the garden.
- The inspector completed a joint observation of children's play with the manager in the garden.
- The inspector had discussions with the manager and staff.
The inspector looked at documentation including records for children's progress and development, safeguarding, staff suitability, notice boards, self-evaluation and a range of policies and procedures.
- The inspector took account of the views of parents through discussion with them on the day of the inspection.

Inspector

Catherine Greene

Full Report

Information about the setting

Grove Park Playgroup was registered in 1993. It is managed by a voluntary committee, made up of parents of children attending the playgroup. It operates from two rooms within the grounds of St Paul's Church, Chiswick in the London Borough of Hounslow. Children have use of the garden within the church grounds. The playgroup is open from

9.15am to 12.15pm and two afternoon sessions are offered from 1.15 pm until 4.15pm. The playgroup is open during term time. Children attend for a variety of sessions and there are currently 33 children on roll. The playgroup is in receipt of funding for the provision of free early education to children. It is registered on the Early Years Register. The nursery employs five staff, who all 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:

- explain why safety is important and help children to understand the sensible rules for everybody to follow, so they learn about dangers and safe limits.

Inspection judgements

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

Children enjoy a broad range of learning experiences that are planned according to their interests and abilities. They are cared for in a welcoming environment where they enjoy learning through play. Staff have a good understanding of how children learn and they promote children's progress well in all areas of development. Staff interact sensitively in the children's play to make sure they are fully supported. The playgroup has taken part in the 'PAL'S' programme (Playing and Learning to Socialise) in order to teach children important social skills and fully support personal, social and emotional development. Staff effectively encourage children's language and communication as they talk with them during their activities, modelling words and describing what is happening. They use familiar words from home throughout the day, particularly for children who speak other languages in addition to English. This helps develop children's self-identity and sense of belonging.

Key persons have established a system for assessing children's progress in their development. They make perceptive observations of children's play and achievements, to plan their next stage of development. Staff have a good understanding of the responsibility to complete a progress report for children aged between two and three years. Parents are fully involved in the process with the key person who has assessed children's starting points during home visits. Parents are invited to discuss their children and look at the learning journals at parent's evenings. Here parents are able to share important information about how the playgroup is planning to meet children's individual needs and how parents can be involved.

Children are developing a keen interest in books. They are encouraged to look at books independently and books are taken into every area including the garden. Staff are aware of children's favourite stories whilst refreshing the range of books available and finding titles of particular interest to them. Staff use puppets and props to further engage children in listening to stories and sharing books.

Children develop a good sense of number and shape through meaningful activities such as counting bears, filling, weighing and emptying containers. They mix and measure when making play dough and clay for their Divali tea lights. Planned routines include parents and grandparents who stay to settle children and offer their support during times of celebration. Children benefit from meeting new people, and experiencing the traditions celebrated by their friends.

Staff are skilled at encouraging children to enjoy physical play and learning in the garden. Children successfully balance on walking blocks and demonstrate that they can run and jump with developing control. They learn about the natural world as they observe wildlife in the garden that they are excited to discover. Staff teach children about changes in nature in conversation and using reference books that are available with them in the garden so that they can explore further.

Outdoor play encourages children in their social skills as they take part in routines such as lining up to 'get on board the train' as they go out and later prepare to come back in.

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

Children show that they feel safe and secure because of the close attachments that they have with all staff and in particular with their key person. Children are confident to ask staff for reassurance in the knowledge that they will receive a response. Staff sit close to children to support and encourage them in their play. They also make sure that snack times are a positive social occasion. During this important time, the whole playgroup gathers together so that they can talk and listen to each other's stories and news.

Children are learning to be independent in readiness for school. They confidently put on their coats and wellies and know how to line up and help their friends prepare as they go out to the garden. Children are taught to understand the importance and benefits of a healthy lifestyle, as they play outside every day in the fresh air. They behave well and understand how to play cooperatively. They learn to share and take turns because staff explain to them why they have to wait and promises to take a turn next during games are fulfilled. Older children are encouraged to resolve situations independently and this is acknowledged by observant staff who considerably boost children's positive self-esteem as a result. Children are helped by staff to use the climbing apparatus safely. This encourages children to challenge themselves and develop confidence in their physical development. Children use a range of different play equipment confidently such as small tools and balls and cones as they develop their coordination skills. Children's awareness of their own safety is less well developed as they are not consistently offered explanations

about why areas of the garden are out of bounds.

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

Procedures for safeguarding children are in place and known to staff and parents. Staff have attended training in child protection and know how to follow procedures. They receive guidance and support from the manager and as part of the parent committee. Staff complete training and are encouraged to share the knowledge gained with the team in order to continually develop the educational programme offered.

The playgroup is committee run and has a sound partnership with its parents. Key persons get to know children and their parents during home visits. This helps to establish children's starting points including any needs for medication and general health and development details. Staff are friendly and supportive of parents with systems to communicate well established. Parents receive feedback on their children's progress regularly with provision made for evening parent's meetings so that working parents can attend. All policies and procedures are shared with parents so that they know about the playgroup's role and responsibilities in protecting and supporting children's overall development. The manager has a good understanding of the welfare requirements and maintains all regulatory paperwork.

The playgroup's systems to monitor the effectiveness of the provision are developing. The staff team show a commitment to improvement and routinely reflect on how well they are achieving plans for children's learning and development. The staff team are willing, motivated and conscientious and understand what needs to be done to continue to develop the playgroup. Parents say how happy their children are at the playgroup and how much they appreciate the staff. They also say that they are familiar with their children's development and progress because they receive frequent verbal feedback and have good access to the records of development and progress. The manager is fully committed to and understands the importance of working in partnership with local schools and others who care for children in order to support transition.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	116280
Local authority	Hounslow
Inspection number	887580
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	33
Name of provider	Grove Park Playgroup
Date of previous inspection	17/09/2009
Telephone number	020 8742 8293

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Type of provision

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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 that are usually their 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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