



# St Mary's Osterley Playgroup

Inspection report for early years provision

**Unique Reference Number** EY272624  
**Inspection date** 12 July 2006  
**Inspector** Hilary Turner

**Setting Address** St Mary's Osterley Parish Centre, Osterley Road, Isleworth,  
Middlesex, TW7 4PW

**Telephone number**

**E-mail**

**Registered person** St Mary's Osterley Playgroup

**Type of inspection** Integrated

**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

St Mary's Osterley Playgroup operates from a purpose built community hall adjacent to St

Mary's church in Osterley in the London Borough of Hounslow. The Playgroup has been established since 1970 and is open from 09.30 to 12.00 with an extension to 13.30 for those who wish to bring a packed lunch.

Children have access to a large open plan play room with a secure outdoor play area. Suitable kitchen and toilet facilities are available.

There are 33 children on roll and of these 24 receive nursery education funding. A group of 10 staff work with the children on a part time basis and a parent helper attends each session. Most of the staff hold a relevant childcare qualification. The setting supports children with English as an Additional Language and children with learning difficulties.

The Playgroup is managed by an elected Parent Committee, is a member of the Pre School Learning Alliance and is supported by the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a warm and clean environment where the levels of hygiene are adequately maintained. For example, staff take steps to prevent the spread of infection to protect the children, such as wearing disposable gloves for nappy changing, and cleaning tables before and after snacks. However, the hand drying arrangements for children are less rigorous as they share a towel. Children are beginning to learn the importance of suitable personal hygiene through daily routines, such as washing their hands after play, before snacks and after using the toilet. Most staff have relevant first aid training, accident records are completed appropriately, and written parental consent for seeking emergency medical treatment is in place. As a result, children are well protected in the event of an accident.

The children enjoy healthy snacks such as crackers, cheese, plain biscuits and fresh fruits. Their individual dietary needs are clearly known and followed by staff. The children sit at the table and eat in a relaxed and social atmosphere. Some staff join in conversation with the children and encourage them to chat with their peers; as a result, the children's social skills are developing. Children's independence at snack times is encouraged, as they have the opportunity to help themselves to biscuits and fruits from the plate and pour their own drinks.

Children are beginning to recognise the benefits of exercise and getting fresh air, as they have some opportunities for outdoor play. They thoroughly enjoy participating in outdoor activities for example, the children squeal with delight as they play with a parachute shaking it faster and higher until all the balls placed in the middle of the parachute fall out. There are opportunities for the funded children to climb, balance and jump on the large indoor equipment which is set out daily, such as the climbing frame and trampoline.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is inadequate.

Children are cared for in a safe and secure environment. Staff check the premises

each day for hazards, and conduct risk assessments. Security systems are in place to ensure children cannot leave the premises unseen by staff. Children can move around the secure garden safely as staff take the necessary steps to minimise any potential hazards. Furniture and equipment used by children is safe and checked regularly.

Good organisation of space means that children can move around freely, safely and comfortably. Children enjoy making choices in their plays as the toys and resources are stored at low levels and are easily accessible. For example, a group of children have fun playing with building bricks, while another group of children enjoy playing in the home corner using their imagination as they dress up.

Children's welfare is not adequately safeguarded because not all staff are secure in their knowledge and understanding of child protection issues or the reporting procedures to follow in the event of suspected abuse.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time within the setting, they are engaged in the activities provided, play happily with each other and are beginning to learn to share and take turns. Birth to Three Matters framework is in the early stages of being implemented and is included in planning. Children play with a range of resources appropriate to their age and stage of development such as, sand, water, puzzles and books. The resources are easily accessible as they are stored at low levels and children are able to self select resources and make choices in their play. Children are familiar and confident with the routines in place and have established trusting relationships with adults, as result they feel safe and secure.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making steady progress in their learning. They are confident, enthusiastic, interested and involved in the activities provided. A broad range of planned activities by the staff support children's learning across the six areas. However, outdoor play is not included in the planning for the Foundation Stage Curriculum; and the plans do not clearly show how children of different abilities are helped to make progress in their learning. Some staff are less secure in their understanding of the Foundation Stage and do not always extend on children's conversations and use questions to develop their thinking and language skills. Staff know the children well and demonstrate their knowledge verbally, but this information is not recorded sufficiently to help them plan the next steps in children's learning.

Children are confident and able to express their needs. They are learning to be thoughtful towards each other as they understand about sharing and taking turns. They have opportunities to express and develop their creativity through imaginative play in the home corner, singing and painting activities. Children choose which activity they would like to go to and they help themselves to resources which develops independence. They have generally good opportunities to develop their fine

motor skills when threading cotton reels, completing puzzles and cutting fruit.

They communicate well as they play together. For example, a group of children chat happily to one another as they enjoy playing with water outside in the sunshine. They have fun playing with the bubbles in the water, filling and emptying containers. Children are able to count to 10 and beyond and they have regular opportunities to develop their understanding of maths in every day situations, such as counting the plates at snack time. However, not all staff exploit situations to extend their learning particularly for the more able children. A group of children are fascinated as they enjoy an activity looking at various fruits and making a graph to see which fruits sink and which fruits float. Most children recognise their own names, and some are eager to show their writing skills as they write their name. Children enjoy books as they have individual attention in the book area. A particular strength of the setting is the organisation of group story time. Staff arrange this into three groups for children of different abilities, to ensure all children benefit. However, this practice is not extended into other areas of their learning.

They have a broad range of experiences which helps them develop their knowledge and understanding of the world, through planned themes and projects such as, observing changes in the seasons, and looking at the life cycle of insects. There are some opportunities for children to develop their understanding of information technology for example, children confidently use the computer although further resources would enhance their learning.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are valued and respected as individuals and are given appropriate praise and encouragement to enhance self-esteem and confidence. They learn about the world in which they live as they have access to resources that promote positive images of diverse cultures and ethnicities. They also learn about festivals and traditions celebrated in the local and wider community. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is satisfactory. Children benefit from the friendly interaction between staff and parents, which are enhanced by the key worker system. Parents can discuss their child's progress with the worker at any time. Suitable information about the playgroup is available for parents, such as regular newsletters.

There is adequate information given to parents of children who receive nursery education funding, which is usually provided at the start of the placement. Parents receive progress reports at the end of the year and the group has recently introduced scrap books charting children's progress and achievements. However, there is less detailed information available on a regular basis, as only weekly projects and themes are displayed for parents which does not show the intended learning in the six areas and are no visual displays or posters providing information about the stepping stones and the Foundation Stage.

The setting provides an inclusive service and works with outside agencies to support

children with learning difficulties. Children who have English as an additional language are also well supported by staff who speak several community languages.

As children are engaged in meaningful play, their behaviour is generally good. Age-appropriate and positive strategies are used to manage any difficulties that may arise. Consequently, children learn right and wrong in ways that they can understand.

## **Organisation**

The organisation is inadequate.

The leadership and management of the nursery education is satisfactory. Children benefit from a staff team that works well together to deliver an interesting range of activities and play experience across the Foundation Stage Curriculum, although the systems to evaluate the delivery of the programme are informal. This is usually carried out through daily discussions at the end of the session, and talking to individual staff informally. The supervisor is committed to making improvements in the quality of teaching and learning for example, she is in the process of implementing staff appraisals and actively encourages staff to attend further training delivered by the Local Authority to develop their knowledge and skills.

Staff have a clear understanding of their roles and responsibilities, and their deployment around the nursery is good. They ensure that all children are happily engaged in purposeful activities. However, their welfare is not adequately safeguarded as the supervisor is not fully secure in her knowledge and understanding of the National Standards and regulation. As a result Ofsted have not been notified of the named committee which is the registered body, and therefore the group are in breach of regulation. Consequently children are potentially at risk as Ofsted have been unable to carry out the necessary checks on adults; although most of the required policies, procedures and documentation are in place the setting has no robust procedures required for recruiting and vetting new staff.

Overall, the setting does not meet the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since April 2004 Ofsted has received one complaint. The complaint related to National Standard 12, Working in Partnership with parents. The provider was asked to investigate details of a concern

regarding the late collection of children. The provider responded by detailing the settings policy and procedures which are in place for such an event. No further action was taken. The provider remains qualified for registration.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- develop staff's knowledge and understanding of child protection issues and the reporting procedures
- notify Ofsted immediately of the registered body of committee members
- ensure that there are robust recruitment and vetting procedures in place for checking that staff are suitable to work with children

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the systems to observe what children can do and use these observations to plan the next steps in their learning
- improve planning to clearly show differentiation to ensure children of all abilities make progress in their learning
- increase staff's knowledge of the Foundation Stage Curriculum and stepping stones
- implement planning for the outdoor area to ensure funded children have increased opportunities to explore the outdoor environment and experience vigorous physical play

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