



## **Mole on the Hill Playgroup**

Inspection report for early years provision

<b>Unique Reference Number</b>	144626
<b>Inspection date</b>	11 July 2006
<b>Inspector</b>	Jennifer Liverpool
<b>Setting Address</b>	Stamford Hill Estate Community Centre, 110 Stamford Hill, London, N16 6RZ
<b>Telephone number</b>	020 8806 0215
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<b>Registered person</b>	Mole on the Hill Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 satisfactory. The registered person meets 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?

Mole on the Hill Playgroup registered in November 1991. The group is run by a management committee. It operates from a large community hall in Stamford Hill in the London borough of Hackney. A maximum of 16 children may attend the playgroup at any one time. The group opens five days per week, term time only. Opening hours are from 09.30 to 12.00 and 12.00 to 14.30. All children share access to a secure enclosed outdoor play area.

There are currently 29 children aged from two years to four years on roll. Of these 14 children receive funding for nursery education. They support a number of children who speak English as an additional language.

The playgroup employs three staff, two of whom are studying for an appropriate qualification. The manager holds an NVQ level 2 in childcare and education.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in clean environment and their health is generally well promoted. Children learn the importance of personal hygiene through well established routines such as washing their hands after painting activities and toileting and before snacks. There are clear procedures in place for dealing with sick children, which helps to minimise the risk of cross infection. There are appropriate systems for recording accidents and medication administered to children, and although none of the children are currently on medication staff have not yet obtained parents consent prior to administering medication. Staff hold current first aid certificates ensuring that their knowledge is up to date to in order to provide appropriate care to injured children.

All children enjoy sufficient quantity of food and drinks as they are offered snacks twice throughout the session. They benefit from a range of nutritious foods that are mostly varied on a daily basis. All of which, comply with their individual dietary requirements and parents wishes. Children enjoy daily periods of outdoor play. They participate in a range of outdoor activities such as climbing on large scale apparatus, running, balancing on a see-saw and attempting to turn hoops around their waists. Children also have access to a smaller climbing frame and trampoline indoors. Planning document show that children have opportunities to develop ball skills. Despite there being limited wheeled toys to promote riding skills, children are developing good co-ordination and play confidently outdoors. Resources such as scissors, threading reels, pencils and inset puzzles help to promote their fine physical skills.

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

The provision is satisfactory.

Children benefit from playing in a spacious and secure environment. This allows them to move around freely and safely both inside and outdoors. There are appropriate procedures in place to ensure children depart with suitable adults. Visitors are monitored when on the premises and children cannot leave the premises unsupervised. Daily routines such as tidy up times and a few gentle reminders particularly when children are playing outdoors help develop their awareness of safety. All children and staff practise the emergency evacuation procedures on a regular basis. This helps children to become familiar with the routine in the event of

an emergency.

Children have access to an adequate range of developmentally appropriate toys and equipment that are set out for them on a day to day basis. However, the organisation of resources does not fully promote their independence in making choices for their own learning. Staff have attended training on child protection and knows what action to take if they have concerns about a child in their care. This supports children's welfare.

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

The provision is satisfactory.

Children willingly separate from their parents and carers when they arrive and settle into the routine of the day. Younger children are beginning to play well alongside their peers during indoor and outdoor activities as they are supported to develop social skills such as sharing and turn taking. Young children are developing a sense of trust and security as they are looked after by key members of staff. The key worker system helps staff to get to know the individual needs and abilities of an identified group of children. Younger children enjoy activities such as singing action and rhyme songs, painting and role-play. Staff generally interact well with children particularly when playing in the home area and ask questions that help them to think and express their ideas in their own way. This helps to promote their language development. However, opportunities to support children learning to speak English are mainly incidental and not always well planned. Although staff are becoming familiar with the curriculum for children under three years they are not yet using the Birth to three framework to appropriately plan for younger children, and the assessments of children's progress is limited to creative and communication development.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals as staff have some knowledge of the Foundation Stage curriculum and provides a sufficient range of activities in each of the areas of learning. Planning of the curriculum has been developed and links to the learning areas, although plans do not indicate how the needs of children of various abilities are fully met. Staff have a reasonable understanding of the different ways children learn as activities are set up so that children can play in small groups and on occasions staff spend time working with individual children. They generally support children's learning though asking questions that encourage them to think and respond. Staff talks to parents about where children are at in their stage of development when they start and consequently they have a reasonable knowledge of children's abilities. However, the system for children's assessments does not cover the full range of the curriculum nor the specific developmental stages in those areas. This means that not all children are sufficiently challenged in their learning.

Children generally enjoy their stay in the playgroup and many of the children settle quickly and join in activities when they arrive. Children are forming friendships with their peers and approach adults when they need to visit the toilets. They are

beginning to work well together and mostly

co-operate when taking turns on the outdoor and indoor climbing frames. Children's independence is generally promoted as they help tidy up with little encouragement, help themselves to snacks and wash and dry their hands after toileting. Staff set out activities and play equipment for children on a day to day basis. However, children have fewer opportunities to select play equipment in order to make choices for their own learning experiences. Most children's language is developing well. Older children confidently talk about their likes and experiences of shopping with staff, adults and their peers. Children are encouraged to write for different purposes as they are provided with pencils and a clip board in the home area. They have opportunities to recognise letters of the alphabet through posters that are displayed at their level.

Children are introduced to simple additions and subtractions through singing number nursery rhymes such as 'Five little men in a flying saucer'. Activity plans indicates that children have some opportunities to develop mathematical language when comparing the differences between full and empty sand buckets; count, compare and sort teddy bear figures into sizes and colours. Children are beginning to develop some knowledge of their environment as they are taken out on trips to the library and local parks. They have some opportunities to investigate and explore objects that float and sink in water, experiment with the mixing of different coloured paints and use information and communication technology such as a cassette player. Children are helped to develop a sense of time as they see photographs of themselves as babies and younger children with their families. Children design their own models using plastercine and construction sets. Children enjoy singing songs; use a range of musical instruments and experience different textures of materials that include dry sand, corn flour and play dough. Children's imaginative skills are promoted through staff positive interaction in supporting children's language development and the developing range of dressing up clothes, real food boxes and writing tools that are accessible to them.

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

The provision is satisfactory.

Children's care and health needs are generally known by staff because most information about children is obtained from parents prior to admission. This helps to ensure that children's individual needs are met. Parents are encouraged to give prior written consents for their child to be taken out or receive urgent medical treatment, although consent for medication has yet to be obtained. Children come from a variety of backgrounds. They are learning to acknowledge and respect differences through photographic display about themselves and their family origins and they are provided with a range of toys reflecting positive images of race, culture and gender.

Staff encourage all children to participate in a range of activities although at times more able children are not always sufficiently challenged and there are few planned opportunities to fully support children learning to speak English. There are appropriate systems in place to support children who have learning disabilities.

Children generally behave well and staff are consistent in their approach to managing behaviour, which helps children to understand right from wrong. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents is satisfactory. Children benefit from the informal contact between parents and staff. All parents know their child's key worker and share general information with them about their child's general well-being. At present there is no system in place for sharing children's progress reports, daily routines and activities with parents. This means that parents are not kept fully informed about their children's stage of development and achievements. There are appropriate systems in place to inform parents about the setting's policy, procedure and events.

## **Organisation**

The organisation is satisfactory.

The organisation of children's care is generally good because the key worker system help staff to get to know each individual child better and establish positive relationships with their parents. Children receive appropriate care through the implementation of the setting's comprehensive policies that are read and understood by all staff. The setting meets the needs of the range of children for whom it serves. With the exception of a few committee members there are satisfactory vetting procedures in place to ensure that adults are suitable to work on the premises where children are being looked after. The play leader holds appropriate qualifications in child care, however further relevant qualification for early years care and education has not yet been confirmed. All required documents for the welfare and safe management of children are in place, although the register of attendance is not well maintained and do not include the persons who look after children.

Leadership and management is satisfactory. The play leader is fairly new in post and together with the management team is beginning to review practices through observations and discussions. Staff is working alongside the Local Authority for support and guidance in the programme for nursery education. Although some progress has been made since the last inspection with the introduction of planning and assessments, updating of policies and increase play equipment there is no formal system in place to fully monitor the quality of the provision. As a result of this a few of the previous identified areas for improvements have not been fully addressed. However, the play leader and management team are committed to working together to support staff through encouraging ongoing training.

## **Improvements since the last inspection**

At the last inspection the playgroup was judged as inadequate and asked to maintain up to date written documentation for complaints, sick children and medication records; ensure that children do not go for long periods without food and drinks. To develop knowledge and understanding of the Birth to three matters framework and how to plan activities for children under three years and develop staff's knowledge and understanding of anti-discriminatory practices.

With the exception of the procedures for medication, the setting have updated mostly all policies and procedures, which are read and understood by all staff. This has a positive impact on the quality of care for children. Staff have reviewed snack times and put in place a daily routine to ensure that children do not go for long periods without food and drink. Staff have attended training and are becoming familiar with Birth to Three Matters framework to develop positive outcomes for young children.

At the last inspection, the quality of nursery education was judged as inadequate. The setting needed to develop staff knowledge and understanding of the Foundation Stage and how to implement rigorous systems for planning, observation and assessments; ensure procedures for managing children's behaviour are understood and implemented by staff and shared with parents and children, and improve partnership with parents.

All staff have the support of an advisory teacher. They have put in place systems to plan activities and to monitor and assess children's progress. The implementation of the revised behaviour management policy has helped staff to apply consistency in managing children's behaviour, and children are responsive. Partnership with parents has improved through appropriate methods of communication and daily informal discussions about children's well-being. These measures have improved the quality of care and nursery education, which is now of a satisfactory standard.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep records of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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

#### **The quality and standards of the care**

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

- improve written assessments and records in order that these cover all aspects

of the Birth to three matters framework to promote positive outcome for under threes

- obtain written permission from parents before administering medication to children. Share children's assessments, daily routine and activities with parents (also applies to nursery education)
- maintain up to date written documentation of the daily register and include the persons looking after them. Complete appropriate forms for the management committee nominated person at the earliest
- further develop own knowledge and understanding early years care and education.

### **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):

- evaluate and improve the organisation of resources to ensure that children can select their own learning materials.
- develop planning to include how activities are adapted to meet the needs of children of various abilities
- further develop staff knowledge and understanding of the Foundation Stage to accurately assess where children are at and help them to move into the next stage of their learning.

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