



West Green Playgroup

Inspection report for early years provision

Unique Reference Number	140474
Inspection date	16 November 2006
Inspector	Gabrielle Pollock
Setting Address	Keston Centre, Keston Road, TOTTENHAM, London, N17 6PW
Telephone number	020 8885 5445
E-mail	
Registered person	The West Green Playgroup
Type of inspection	Integrated
Type of care	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.

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?

West Green Playgroup is run by the West Green Playgroup, voluntary, management committee. It opened in 1997 and operates from a purpose built building (the Mayo Angelou Centre), with access to one play room, quiet room, kitchen and office. It is situated in Tottenham in the London borough of Haringey. A maximum of 24 children may attend the playgroup at any one time. The playgroup is open each weekday from 09.00 to 12.00 and from 13.00 to 16.00, term-time only. All children share access to a secure outdoor play area.

There are currently 56 children aged from two to under five years on roll. Of these, 22 children receive funding for early education. Children come from the local area. The playgroup currently supports children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The playgroup employs four members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. The playgroup receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from being cared for in a warm and clean environment. Appropriate health and hygiene processes are implemented by staff to minimise the risk of cross infection. Tables are cleaned with anti-bacterial spray as necessary, such as before snack-time and good daily routines, such as staff wearing gloves when changing children or children washing their hands after using the toilet or before eating, help them understand the importance of personal hygiene. Staff have relevant first aid training and implement procedures such as the recording of accidents and administration of medication appropriately to maintain good health and consistency of care.

Children's nutritional needs are provided for and the wide variety of fruits and vegetables actively promote healthy eating. Staff and children spend time preparing the snack together and staff talk to children about how lovely the fruit smells, further promoting good eating habits. Children choose which foods they wish to eat and are offered milk or water to drink. Snack-times are appropriately organised and give opportunity for children to sit in a small group with a staff member and their peers.

Children's physical development and access to fresh air is well supported. Children have daily opportunity to take part in vigorous activities and learn to control their bodies as they practise their skills through activities such as playing in the ball pool or sand pit and riding bikes in the garden. All children are able to be active or have quiet times according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a bright and well maintained environment. Good use is made of the space available and staff arrange the room appropriately to ensure children have room to move from one activity to another and can play comfortably. Low level furniture means that children are able to access activities easily. A good range of suitable toys and play resources are made available daily, thus allowing children freedom to choose what they want to play with. Staff check resources, to make sure children have access to clean, safe and age appropriate equipment and play materials.

Children learn to take responsibility for keeping themselves safe and about potential dangers as staff explain safe practices to children, for example, when cutting fruit at snack-time or when climbing on play equipment. Although regular safety checks and written risk assessments are carried out, these are not used sufficiently well to identify and prevent all accidents.

Children's welfare is safeguarded satisfactorily as staff show adequate knowledge and understanding of child protection issues which help them protect children from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children arrive happy and confident, settle quickly into the daily routine and enjoy their time at playgroup. They move between activities and self-select resources with confidence. Caring, nurturing relationships between staff and children help younger children who are settling become familiar with their surroundings and the daily routine. Children are interested in activities and involved in their play and learning. Children are progressing and developing because staff use their understanding of children's development, to provide satisfactory quality care and learning experiences. Staff know the children in their care and greet them and their parents and carers in a friendly manner each session. This interaction helps to secure relationships between children and staff, developing a sense of trust. Children approach staff easily, involving them in their play. They enjoy playing with the cars and garage and staff develop their learning by asking them questions about which colour car can go faster, as a result children are learning to concentrate and develop their language. They represent their own ideas, for example through role-play, free painting on the easel or designing pictures on the computer.

Nursery Education

The quality of teaching and learning is satisfactory. Children are progressing because staff have an understanding of how children learn and know the children in their care. Children are supported by staff who know the Foundation Stage curriculum and use dated observations and work from children's scrapbooks to evidence children's progress toward the early learning goals and have an idea of their next steps of development. A good range of activities are planned, however, staff are not consistently planning to include all children's needs and activities are not organised sufficiently well to cater for all children's interests and abilities, for example at circle-time. This leads to younger children becoming bored and restless and older children not being challenged. Resources and activities are provided to develop children's understanding of the changes in seasons and the effect on their bodies. For example they discuss and look at the rain falling, the changes in the colour of the leaves and wear their coats to keep warm.

Children recognise their own names and are beginning to understanding that print has meaning as they enjoy story-time. However they are not consistently encouraged to link sounds and letters and there is limited opportunities for children to practise mark making in everyday situations. Children are beginning to count with ease and they have opportunities to extend their counting and mathematical thinking through a range of songs and activities, such as counting how many leaves are left on a branch after the wind has blown and measuring rain fall in water gauges. Children develop their imaginative skills and express their feelings well. For example, during role-play, they dress up as princesses and dance with pride at the ball.

Helping children make a positive contribution

The provision is good.

Children have good levels of confidence and self-esteem. They value themselves and one another. For example, they help one another choose dressing up clothes and play together. Clear and consistent praise from staff, helps children to understand what they are doing well. Children are learning about diversity through positive play materials that are provided and the involvement in celebrations or activities of religious or cultural festivals, for example Christmas or 'the family album' topic. This helps them to understand and value the similarities and differences between themselves and others. Children have a sense of belonging and the effective key-worker system helps them to feel included and settled. Children with learning difficulties and disabilities are welcomed and supported through close consultation with parents and professionals involved in the children's care. A positive inclusive environment is encouraged through group games or activities and sharing so children can play together happily. This positive approach fosters children's social, moral, spiritual and cultural development.

Children behave well as staff are positive role models. They learn to negotiate, take turns and share play materials. They receive good explanations and gentle reminders from staff as to what behaviour is right and wrong and the implications of their behaviour.

Partnership with parents is good. Children benefit from the friendly, informal relationships between staff and parents. Parents feel comfortable in the setting and are confident to speak with key-workers about their child's day. They exchange information with parents of children's activities and care, through daily discussions, communication books and scrap books of children's art work. They are welcomed into the group through settling in new children, the parent rota and meetings with their child's key-worker. Partnership with parents is also strongly encouraged through providing relevant information on the parent notice board and a parent suggestion box. This contributes to consistencies in the children's care. On the day of inspection parents expressed how happy they are with the service provided and the feedback given on how their child is doing. Information on the week's activities is clearly displayed and daily discussions ensure that parents are kept well-informed about the current happenings and what their children have enjoyed.

Organisation

The organisation is satisfactory.

The registered person uses effective recruitment procedures which ensure that staff working with children are appropriately qualified and vetted. Staff are experienced and work well as a team. The setting have not notified the regulating body of committee member changes. This is a breach of regulation but the impact on children is limited.

Children develop a secure sense of belonging because the daily running of the setting is well organised and the key-worker system means that staff know the children well. Staff are well supported by the manager through regular team meetings and one to one supervision sessions. Staff attend training to update their knowledge and understanding of good childcare practices and are aware of improvements they need to make as the setting evaluate their practices. Records are in place and confidentially maintained.

Leadership and management is satisfactory. Management use staff meetings and general discussions to monitor the curriculum and the impact on children's progress. Staff have access to training through the local authority. The management are currently aware of the areas that need improvement.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group agreed to; develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their ages and stages of development, develop written procedures for uncollected and lost children, and ensure the child protection and complaint procedures include the necessary details, maintain the daily attendance register with all required details of arrival and departure times. Improve the observation and assessments systems to ensure these records are used to inform curriculum planning for the next steps of children learning, and share assessments with parents so their comments about their child's progress and development outside the playgroup are included, improve planning by indicating what children are intended to learn, the role of the adult and how activities can be adapted and modified for children's differing learning needs, provide more opportunities for more able children to solve practical maths problems and to begin to develop calculation skills, improve the opportunities for children to write for different purposes in their play, to begin to link sounds to letters and use the book corner and provide more opportunities and support for children to develop their understanding of information communication technology. The group have made great efforts in addressing recommendations and have met most well, through training, such as behaviour management and introducing new procedures and systems for observing and assessing children's progress. By meeting recommendations, the group have improved children's safety, well-being and learning.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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 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):

- conduct regular risk assessments of the premises with time-scaled actions taken to minimise identified risks and review as necessary
- review the organisation of large group activities, in particularly relation to circle-time to ensure all children's needs are met
- improve knowledge & understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters.

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 more opportunities for children to link sounds and letters and to mark make and in every day situations

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk