



Jeffrey Emmanuel Playgroup

Inspection report for early years provision

Unique Reference Number	EY335292
Inspection date	10 January 2007
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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?

Jeffrey Emmanuel Playgroup opened in 1985 and then re-registered under a new provider in 2006. It operates from a large scout hut in the London Borough of Enfield. The playgroup is open on Monday to Friday from 09:30 to 13:00 during term times. Children have access to a secure outdoor play area.

There are currently 45 children aged from two years to under five years on roll, there are no more than 26 children on the premises at any one time as most children attend on a part time basis. There are 24 children receiving funding for nursery education.

The setting employs 10 staff including the manager and the provider, of these 10, 8 hold appropriate early years qualifications. Two are working toward level 3 and one towards a level 2. The setting receives support from local authority childcare and development partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Young children grow in confidence and feel comfortable requesting support from staff while in the toilet area. Staff encourage independence through giving children the opportunity to complete tasks for themselves and providing appropriate tools for example potties, steps and toilet seat reducers. Older and more able children go to the toilet independently. Children learn to wash their hands through regular routines such as after going to the toilet, before eating their lunch and after they have been painting. Staff support good hygiene routines by washing their hands along side children and reminding children to use the liquid soap. However although there are paper towels available children often use a shared towel for example after painting or going to the toilet. This means that children's health is not consistently safeguarded. Staff have good cleaning routines to reduce the spread of infection, for example they check the premises to ensure that it is clean and presentable each morning before children arrive, they wash down tables with anti bacterial spray before children sit down to eat and ensure that play resources are cleaned termly or where appropriate. The setting has a sickness policy to protect children from the spread of infection. In the event of an accident there are three first aiders who ensure that children receive immediate medical attention and the setting has appropriate emergency procedures in place to ensure that children's health and welfare is promoted and safeguarded.

Children learn about healthy eating through planned activities, for example, making vegetable soup and talking about foods that are good for them. Children enjoy a healthy choice of drinks such as milk or water although drinks are not easily accessible throughout the session, this means that younger or less able children who are not always able to verbalise their needs will become thirsty and this compromises children's health. Children bring packed lunches to the setting to eat at lunch time, however lunch boxes are stored on the table in the play room as there is no provision to store perishable foods appropriately; again this compromises children's health. The setting gives parents information about the types of healthy foods to provide, this helps to promote healthy eating.

Nursery Education - physical development

Children have access to a grassed outside play area used when the weather is suitable. The setting has a small variety of familiar physical play equipment which children enjoy and which helps to develop their large muscle tone. They experience riding in the mobile cars and pushing buggies, however this lacks challenge for older and more able children and staff do not show children how to use the equipment inventively but take a supervisory role only. Children are confident at balancing on the low beams and they enjoy more structured activities like musical movement where they stretch, jump and bend to the music, or playing with the parachute as large group activities. Children build a sense of space as they find their own chairs when playing at table top activities, circle time and during musical movement, they become aware of their bodies through songs such as head shoulders knees and toes or through the physical activities. They build small muscle tone and hand eye co-ordination through the use of equipment such as using scissors, pencils and crayons.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

All children and their parents and carers are welcomed upon arrival, well established children separate quickly from their parents and settle into play. Parents of new and less established children are invited to settle their children before leaving them. Parental support, the key worker system and appropriate information collected and recorded on the registration form support new children until they are able to separate with confidence. However, there is no clear settling in procedure available to parents and children do not always receive the support they need to settle quickly. The room is well organised, table top and floor level activities are accessible to children around the edges of the room while the middle of the hall is used for physical play and circle times. The premises are at a comfortable temperature and children have access to natural light.

The setting is generally well resourced, children can easily access toys and play equipment which has been set out for them, staff ensure that children have variety by setting fresh equipment out part way through the session but children do not have access to the storage area to choose alternative play resources because the setting does not have sole use of the building and has storage issues. Children have a wide range of good quality play resources which are appropriate to the age and stage of children's development.

Children develop an awareness of their own safety through clear verbal, visual and physical boundaries set by staff. They learn how to keep safe because staff talk to them about dangers for example swinging on chairs may result in children falling backwards, children are reminded to keep their feet on the floor.

The setting generally has good systems in place to protect children, for example staff have a good panoramic view of the hall which means that they can see what is going on in all areas, door entrances are kept closed so that staff can see who is coming and going and the setting keeps records of who is on the premises. Although systems to monitor visitors are not always consistently used.

There are insufficient measures taken to ensure that in the event of a fire children, staff and visitors to the setting will be able to evacuate the premises during the quickest possible time. The setting has appropriate fire prevention equipment distributed around the environment, however the setting's fire evacuation procedures have not been displayed appropriately and staff and children have not practised evacuation procedures since the last intake of children, although staff have good knowledge of how to proceed. This means that children are not learning or experiencing how to evacuate the building and stay safe in the event of a fire. Children play in a safe environment because staff conduct a visual risk assessment both inside and outside each morning before children arrive, in addition a risk assessment record is taken at the beginning of each term and added to throughout the term. Children's safety is paramount on outings, parents' consent is obtained in advance and the setting ensures that a risk assessment and the setting policy is adhered to, ensuring that children have fun, are supervised appropriately and are kept safe at all times.

Children are safeguarded because the setting takes measures to employ appropriate adults to work with children. Staff have a good knowledge and understanding of child protection issues and demonstrate how they would respond in an appropriate manner to safeguard their welfare. The setting has comprehensive policies and procedures in place and parents are given a copy of this within their initial pack.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children are making progress in their learning. They experience independence away from parents and siblings in a supportive environment where staff members get to know individual children well and parents are kept informed daily. Children enjoy and achieve in their play, they are familiar with routines and begin to understand and conform to group dynamics in preparation for school. They feel comfortable together as they talk to each other about their interests and play experiences. They show confidence and self assurance as they choose from the toys and play equipment available and play as individuals or within groups. They begin to develop independence as they tackle self help skills in the toileting area and build a sense of self importance and community by taking on special tasks like giving out drinks.

Young children become skilful communicators as they join in conversations with building confidence. They sit and listen to stories and enjoy finger rhymes and songs which supports their developing language. They become competent learners through experiencing different and exciting activities, most young children are engaged in play and absorbed in their own learning. For example younger children enjoy playing at the play dough table, painting, physical play and imaginative play. Young children have good attitudes to learning as they are confident to play on their own, in small groups or take part in large group activities. Children are making steady progress in their development and learning because staff know children well and support their developmental needs.

Nursery Education

The quality of teaching and learning is satisfactory. The setting has long and short term plans and each week there is a new topic. Planning covers the six areas of learning however, as planning is created to cover several settings, it is adjusted to meet the needs of children within the play group. Children are enjoying and achieving because staff have a satisfactory knowledge and understanding of the Foundation Stage curriculum, they complete observations and record individual children's stages of learning against the stepping stones. However it is unclear how staff establish a starting point and how individual knowledge of children's learning has influence on further plans. Staff manage children's behaviour well and most children's needs are catered for, however more able children lack challenge.

Older children continue to have good attitudes to learning, they have good fun while at the setting. There is lots of chatting, laughter and squeals of delight around the room as they play. Children are enthusiastic and energetic participators in play. They show interest in the activities and good levels of self esteem and confidence, as they access resources around them. Children are confident in their friendships as they chat about Christmas and choose each other to play with. On the whole behaviour is good as they learn about sharing and taking turns respecting

one another's choices and feelings. Older children demonstrate their independence while using the bathroom and in the dressing up area, as they dress themselves with confidence in brightly coloured clothing. Children build a sense of community by helping one another, taking part in group activities and by learning about their own and others' cultures, beliefs and lifestyles.

There is lots of chatter at the setting about the recent Christmas festival and older children talk in detail about their visit from Father Christmas. Children's speaking and listening skills are developing well. They confidently make valuable contributions to small group discussion and staff begin to introduce different concepts and ideas to children. For example, to help them understand where vegetables come from and who looks after them; while children peel and chop vegetables to make soup. Staff begin to use open ended questions and language for thinking to ascertain how much children know and are learning about activities. Children enjoy looking at books and listening to stories, although there is few labels for children to see around the room. Staff use children's written names at lunchtimes and some children are beginning to attempt to write their own names on their pictures. Children begin to develop mathematical skills and concepts as they put together peg puzzles and achieve more complicated 6 and 9 piece puzzles. More able children are not challenged by the variety of puzzles available. They have opportunities to sort colour and size but are more interested in other activities happening around the room. Children enjoy action songs which involve taking one away such as 5 current buns, children count the number of buns left once one has been taken away. Children are counting to 5 confidently. However more able children are not being sufficiently challenged and activities such as making vegetable soup lack discussion around shape colour, volume, weight, adding one and taking one away.

Children explore and investigate play equipment, they intricately put construction pieces together to make creatures and objects. They enjoy putting track together to run the train. Children build a sense of time through discussion and by having access to photos taken of past activities. Children enjoyed making soup and all children were engaged and supported in their learning. They experience the texture, smell and observe the changes in colour once vegetables have been peeled. However, children lack opportunities to play with other natural substances such as water and sand. Little use is made of their local environment to explore and engage in physical activities. Children lack frequent opportunities to engage in the use of technology as the environment lacked programmable toys and equipment. Children freely explore paint and colour, they explore the writing table and have opportunities to draw with a variety of drawing equipment. Children are beginning to cut confidently with scissors. Children express their imaginations through the use of the home corner and dressing up clothes, when playing with small world play equipment. They enjoy musical movement but lack opportunities to explore music in other ways.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They learn about their own culture, religion and lifestyle along side those of others. For example children learn about different cultures through festivals such as Christmas, Diwali, Chinese New Year through art and craft activities, role play and experiencing the taste of international foods. Children have

access to a sufficient range of play resources designed to increase their awareness of diversity, including display pictures and posters, books and dolls.

Currently the setting does not work with any children with learning difficulties and disabilities. However the setting has a nominated Special Educational Needs Co-ordinator (SENCO) who attends regular meetings and training with other SENCOs in the area. The setting has comprehensive policies and procedures in place to follow when supporting children's needs. They demonstrate confidence in working transparently with parents and other professionals in order to support children's learning and help them meet their full potential. However the policy gives conflicting advice to parents regarding admissions. The building is not currently wheelchair friendly but the manager reports that the setting will make reasonable adjustments in order to accommodate the care and learning of individual children.

Most children have good social skills and build strong relationships with staff and friendships with other children. Children learn how to behave and be responsible for their own behaviour because staff are vigilant and respond to squabbles over toys with sensitivity, teaching children to acknowledge others' feelings and respect others' choices. The setting has clear and comprehensive policies in place to respond to inappropriate behaviour and works in partnership with parents to support children's behaviour in a positive manner. On the whole children are well behaved.

Children benefit from friendly informal relationships between staff and parents. Parents are welcomed into the setting because their child has an allocated key worker who keeps them informed through daily home/ play group diaries and verbal informal chats both when they drop off children and when children are collected. Parents are confident to speak to their key worker about childcare concerns and information flows smoothly between home and the play group. On initial contact parents receive basic information about the setting including policies and procedures and staff request relevant information about children to support their care and development. Although in general staff and parents work to support children's care, the settling in process is not consistently followed. This means that some children are unsettled for longer periods when they first start. There are policies and procedures in place which provide parents with systems to report complaints, however these are not compatible with recent changes in legislation and give misleading information.

The partnership with parents and carers of children receiving nursery education is satisfactory. Parents can see information about the Foundation Stage curriculum on request and in the initial stages the manager spends time showing parents the Foundation Stage folder. Parents receive news letters each term informing them of activities and requesting support in children's learning. They receive a report at the end of the year and have access to children's profile folders. However, parents do not receive any written information on the Foundation Stage curriculum.

Organisation

The organisation is satisfactory.

The setting keeps appropriate information on staff to ensure that they are suitable to work with children. However, a robust recruitment procedure is unavailable on this occasion. Children

receive support and care from a newly established staff team who work well together are caring and familiar with individual children. The deployment of staff is well organised and children are appropriately supervised at all times.

Although staff have a secure knowledge of hygiene routines, the lack of organisation of appropriate drying facilities means that children's health is put at risk. Although children are offered a drink at mid morning they are unable to readily access drinking water throughout the play session, this means that children may be thirsty for some time before being offered a drink. The organisation of safety issues is satisfactory, on the whole children are kept safe, although children and staff do not regularly practise evacuation of the premises. Children are enjoying and achieving to a satisfactory level. Most children are happy and engaged in play, however planning for individual children is restricted as the role of planning falls outside the setting. Children who receive nursery education are making satisfactory progress. Staff have satisfactory knowledge and understanding of the Foundation Stage curriculum and how to monitor children's progress, however again it is unclear from plans how individual children's learning influences the planning of future activities and more able children are not sufficiently being extended in their learning. All children contribute to their community successfully, they learn about themselves and how others live; building a complex picture of the wider world. Children are generally well behaved and contribute to the behaviour of others through setting good examples and creating a happy and friendly place to be. The partnership with parents supports children's care and welfare to a satisfactory level. The lack of information on the Foundation Stage curriculum means that parents are not being kept fully informed about their children's learning. Parents receive a copy of the policies and procedures, some contain misleading information.

The leadership and management of the setting is satisfactory. They have comprehensive aims and objectives which include the development of profiles and planning, including parents' involvement in their children's education. Although staff have a satisfactory understanding of the Foundation Stage curriculum their personal professional development is not sufficiently managed. Although training is encouraged, there is no appraisal system and opportunities to discuss planning are ad hoc as the setting does not hold regular formal team meetings.

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

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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):

- provide appropriate storage for packed lunches, ensure that children have access to drinks throughout the play session
- review policies and procedures in particular complaints, Special needs and settling in, recording visitors to the premises.
- clearly display and practise fire evacuation procedures to ensure that the premises can be evacuated safely and quickly

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 planning through the use of individual knowledge of children and ensure that more able children are sufficiently challenged

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