

# Grasshoppers Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	144587
<b>Inspection date</b>	07 June 2007
<b>Inspector</b>	Moreen Johnson
<b>Setting Address</b>	Sir Thomas Abney School, Fairholt Road, London, N16 5ED
<b>Telephone number</b>	0208 880 1141
<b>E-mail</b>	
<b>Registered person</b>	Susan Terenzio
<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?

Grasshoppers Playgroup has been established since 1973 and was re-registered at the current premises in 2005. The group is run by a management committee. It operates from Sir Thomas Abney Primary School in the London borough of Hackney. The group is open for five mornings a week from 9.00 to 11.30 for 39 weeks a year.

There are currently nine children aged from two years to three years on roll, of these, six children receive funding for nursery education. The nursery currently supports a small number of children with learning difficulties and a number of children who speak English as an additional language.

The group employs two staff, both hold early years qualifications.

The group receive support from an Early Years Advisory Teacher.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Satisfactory procedures are in place to protect children from illness and infection. For example when children have infectious illnesses they are not admitted and parents and the local health authority are informed. The group is not aware that they must notify Ofsted of communicable diseases. There are satisfactory medication and accident procedures in place to ensure that children are appropriately treated. Parents have not given written consent to seek emergency medical treatment. Children are developing an understanding of their personal hygiene and are encouraged to wash their hands after using the toilet. Staff maintain good standards of hygiene throughout the premises.

Children are encouraged to develop healthy eating practices. Staff offer children a range of healthy snacks such as fruit, bread and raisins. Children are offered drinks at regular intervals. Staff work in partnership with parents to ensure that children's individual needs are met.

Children have good opportunities to engage in a variety of physical play activities. Children play outside and extend their physical skills, on a daily basis. Whilst playing in the garden children are encouraged to develop their whole body movement. They balance well as they climb in and out of the sand pit. Some children play skilfully with the large connect four game. They reach up to place the counters at the top and bend down to remove the lever to release the counters. Other children use the climbing frame assault course confidently. They thoroughly enjoy pretending to be fire fighters as they climb up and slide down the poll. Staff provide less able children with additional support.

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

The provision is satisfactory.

Children are cared for in clean, bright and well maintained premises, in which they have ample space to move around safely. Children have access to a wide range of resources that provide them with sufficient stimulation and challenge.

Children are cared for in a safe environment, they are protected from intruders by the use of an effective intercom system. They are kept safe whilst moving around the building. Risk assessments are effective in protecting children from potential hazards. Staff are aware of the fire evacuation procedure and regular fire drills are carried out to ensure that children become familiar with the procedures.

Children's wellbeing is safeguarded because staff have a good awareness of the group's policies and procedures and how to implement them. Policies and procedures are shared with parents. Staff are aware of some of the signs and symptoms that may be indicative of abuse or neglect, such as changes in behaviour, bruising in unusual places, irregular attendance and use of inappropriate language. Staff are aware of their responsibility to report concerns to Social Services, but are not aware that they must notify Ofsted.

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

The provision is satisfactory.

Children are interested in the activities available and spend time concentrating on self-chosen activities. Staff ensure that resources are well organised so that children have access to a wide range of activities which include sand, play dough, vehicles, drawing, puzzles, home corner, book area, construction and outdoor play.

Children relate well to staff and to each other. Some children cooperate when playing with vehicles; others play well together in the home corner taking turns to use the cash register. Children confidently approach staff for support to help with rolling out the play dough and to complete puzzles.

Children have a sense of belonging. On arrival they put their coats away and choose their name plates. They know the routine well and willingly help to tidy up after activities. Children's self-esteem is promoted well by staff who constantly praise them for achievement. Staff also reward children with stickers when they tidy up or participate in storytelling.

Children enjoy listening to stories. At story time children sit and listen with interest as a staff member reads the 'Brown Bear' story. Some children find it difficult to sit still and the staff member encourages them to participate in re-telling the story. Children's attention is directed to the wall display on the 'Brown Bear'. Children confidently join in to match the animals in the book to those on the display. Children benefit from regular visits to the library.

### **Nursery education**

The quality of teaching and learning is satisfactory. Children are making steady progress towards all of the early learning goals. Staff have a generally good knowledge and understanding of the Foundation Stage and use this knowledge to plan a wide range of activities which are linked to the six areas of learning. Staff carry out observations and assessments on children. However, observations are done infrequently. Observations and assessments do not identify the next stage of children's learning. There is currently a new assessment system but staff have a limited understanding of how to implement it.

Staff have a good understanding of how to support children with specific needs. Staff liaise well with parents to identify children's starting points by carrying out initial assessments. Staff have a good understanding of how to meet the needs of children with learning and communication difficulties.

There are good levels of interaction between staff and children. Staff strike a good balance between adult led and child led activities. Staff support children well with activities and extend their thinking through questioning. Children are praised for achievements.

Children are learning how to link letters to words. They are encouraged to choose the first letters of their names. When children choose the correct letters they are praised by staff. Children who are unable to identify the correct letter are supported by staff. Children are developing their writing skills as they draw pictures. Some children write with a purpose as they list items that they buy from the shop. Children are developing their communication skills because staff engage them in conversations. Staff also use gesturing to support children whose first language is not English. Children listen intently when a staff member brings a story to life by using the images on a puzzle to tell the story. Some children develop the story, when the staff member asks 'what's his name?'

Children are developing an understanding of right and wrong as a result of good management of behaviour. When children have disputes over the rolling pins during the play dough activity, staff encourage them to share. Staff and parents work well together to develop strategies to manage disruptive behaviour. Many children have good self-help skills. Some confidently put on their coats before going out to play. Others help to give out fruit and bread sticks at snack time.

Children have good opportunities to count and to recognise shapes. They count up to five whilst drawing circles. Others count beyond five as they place items in their shopping baskets. Children are encouraged to understand the concept of size as staff help them to identify big and small hand prints. Staff also encourage children to match shapes and to find shapes that are the same size.

Children are beginning to differentiate colours through good questioning by staff. Children enjoy singing and doing actions to familiar songs such as 'Incy Wincey spider'. They have regular opportunities to engage in music and movement sessions and to use musical instruments. Children enjoy imaginative play in the home corner as they choose vegetables and pay for them. They confidently operate the cash register.

Children concentrate well as they make complicated models at the construction table. They show an interest in living things and are encouraged to look after them. When some children find a bee in the room they are encouraged not to kill the insect and they put it outside. Some children explain that 'bees make honey'

Children are developing a positive attitude towards people from other cultures by celebrating a range of festivals. They are encouraged to link festivals to the local community when they celebrate Hanukah and Chinese New Year. This is done through discussions, model making and food tasting.

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

The provision is satisfactory.

Children are settled and confidently explore their surroundings. Children have good relationships with each other. They are encouraged to develop a positive attitude to other people. Children with learning difficulties and those who speak English as an additional language receive good support from staff. Children behave well because staff are skilled in managing children's behaviour. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Staff provide parents with good written information about the group via the notice board. Parents receive regular formal and informal feedback about their children's progress. Parents are involved in the running of the group and meet at regular intervals. The complaints procedure does not meet with requirements, there is no system in place for keeping a record of complaints. This is a breach of regulation.

### **Organisation**

The organisation is satisfactory.

The group ensure that staff are appropriately vetted and hold appropriate qualifications. Most policies and procedures are in place. Staff attendance and children's arrival and departure times

are not recorded. This is breach of regulations. Records on children and staff are securely locked away.

Leadership and management of the group is satisfactory. There is a commitment to develop the provision by acknowledging and addressing the issues relating to the breaches of regulations and the recording of observations and assessments. Staff have a good general knowledge of the Foundation Stage and use this knowledge to plan a range of stimulating activities. Overall, the setting meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

Not applicable.

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

Since the last inspection 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):

- ensure that details of arrival and departure times are recorded for children and staff
- ensure that the complaints procedure meets with requirements
- develop knowledge and understanding of the responsibility to notify Ofsted of communicable diseases
- develop knowledge and understanding of the responsibility to notify Ofsted of child protection concerns

#### **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):

- improve the system for recording observations and assessments and ensure that the next stage of children's learning is clearly identified

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](http://www.ofsted.gov.uk)