

# Wood Green Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	140477
<b>Inspection date</b>	22 March 2008
<b>Inspector</b>	Samantha Smith
<b>Setting Address</b>	The Play Cabin, Between Finsbury & Newbury House, Partridge Way,, London, N22 8DW
<b>Telephone number</b>	0208 888 4590
<b>E-mail</b>	
<b>Registered person</b>	Wood Green Pre School 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?

Wood Green Playgroup is a voluntary, committee run, sessional day care provision that has been operating for 30 years. It is situated in the Wood Green area, within easy walking distance of Wood Green and Bounds Green tube stations and local amenities. It operates from a purpose built log cabin and has access to one main play room, attached kitchenette/office, children and adult toilet areas and an enclosed outdoor play area. The provision is accessible to wheelchair users. The playgroup serves the local community.

There are currently 30 children on roll aged from two to five years, including 20 funded three-year-olds and two funded four-year-olds. The group supports a number of children who speak English as an additional language. Children attend a variety of sessions.

The group opens five days a week during school term times, from 09:30 to 12:00 and from 13:00 to 15:15. Although they are currently running a pilot scheme for funded children for whom the morning session begins 9:00 and the afternoon session at 12:30.

Two full-time staff work with the children; both hold Early Years qualifications and current first aid certificates. The group operate a parent/carer rota each session and receive support from a teacher/mentor from the Early Years Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children play in a clean and organised environment. Although most children are out of nappies by the time they start at the pre-school, staff follow appropriate routines when changing nappies, ensuring that their hands are washed in between changes. Children follow basic personal hygiene routines such as washing their hands after using the toilet and before eating. Children's independent self-help skills are further enhanced because the soap and hand dryer are readily accessible to them. This contributes to minimising the potential for cross-infection.

The implementation of appropriate health policies and procedures, such as, sick child, administration of medication and accident means children's welfare and medical health is sufficiently promoted. Staff have a sound understanding of the policies and this knowledge coupled with current training in first aid means that medical emergencies can be dealt with effectively.

Children are provided with healthy snacks and drinks. They enjoy socialising at snack time helping themselves and making choices from the variety of fruit available to them. They thoroughly enjoy the apples, oranges, pears and raisins on offer and these are accompanied by fresh water or milk to drink.

Children have daily opportunities to take part in physical activities and to get fresh air. They make good use of the large garden where they confidently use an appropriate range of outdoor equipment. The children thoroughly enjoy this time and staff provide good support in their play.

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

The provision is satisfactory.

Children are warmly welcomed into the setting as staff cheerfully greet them and their families, and general chat takes place. The premises are well maintained and adequately lit. Notices including policies and procedures are on display for parents to see and photographs of the children engaged in different activities contribute to the welcoming environment. Children have access to appropriate facilities, such as, a bathroom area which is easily accessible, a large play room and a large, inviting and well-used garden.

Children play with a suitable range of appropriately maintained toys and resources. Staff check toys frequently to ensure they are in good repair. Children make good choices about what they want to play with because most toys and resources are stored at their height.

There are effective strategies in place to keep children safe both indoors and outdoors. A designated health and safety person is in place that has responsibility for completing a risk assessment of the premises and ensuring any necessary action is taken to minimise potential dangers or hazards. The premises are secure and staff monitor the main front door. Visitors to the setting are required to sign in and staff sign in and out. However, the system for recording

children's arrival and departure times is not as effective, this is because the setting relies on parents to complete the book and parents often forget to sign their children out. This potentially impacts on children's safety, if an emergency should occur it may be difficult to account for all the children on site. However, the setting are aware of this weakness and have devised a new system ready to implement after the imminent holiday.

Appropriate fire safety precautions are in place, this includes regular practising of the emergency evacuation procedures, and fire extinguishers are located at various points around the setting, a fire blanket in place in the kitchen and evacuation procedure displayed at the emergency exits. This ensures it is effective in protecting children's welfare. Children's safety is further supported by some effective safety policies, including, a lost child policy, uncollected child procedure and outings procedure.

Staff have a clear understanding of their responsibility to safeguard children. A child protection policy is in place, which includes the procedure to follow if an allegation is made against a staff member. This is reflective of current guidance and staff have attended relevant training and are confident in their role.

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

The provision is satisfactory.

Children are happy, settled and confident in the environment. They have established positive relationships with staff, which increases their sense of well-being. Children confidently move around the pre-school, making choices about their play. Activities are provided that keep children interested and offer good variety and challenge.

Staff have an awareness of the 'Birth to three matters' framework and they use this in their practice to support the needs of younger children. Activities and opportunities build on what children already know and can do, offer variety and cover all areas of development. Children have access to a range of activities such as role play, construction and messy play. They are encouraged to develop and express their creativity, including cutting and sticking and cooking activities.

### **Nursery Education**

The quality of teaching and learning is good.

Staff have a sound knowledge of the Foundation Stage curriculum and as a result activities provided support children's learning needs and children are making satisfactory progress towards the early learning goals. Staff use a variety of methods of teaching and questioning techniques to extend children's thinking and learning, for example, through the use of positive interaction and open-ended questions. System are in place to monitor and evaluate children's progress and achievements. Staff observe children at play and record their progress through the stepping stones towards the early learning goals. Information gathered is used to identify the next steps of learning.

Most children show good levels of confidence and know their surroundings well. Their independence is encouraged by staff. For example, children use the toilet independently and they use a range of tools confidently such as handling utensils with increasing control during cooking activities.

Children enjoy role play activities, where they mimic the world around them through playing with the small world play and in the home corner. Some children show confidence in counting and activities such as matching, sorting and weighing measuring ingredients when making play dough helps to support this. There are sufficient of opportunities provided for children to mark-make. There are displays which illustrate that text carries meaning and story time forms a part of the daily routine as a result children are gaining an appreciation of books.

Children are developing an understanding of the natural world as they explore straw and collect leaves in the garden. They also take part in planting activities and explore the texture of play dough, cornflour and shaving foam. They have opportunities to develop their understanding of Information Communication Technology (ICT) as most children demonstrate their ability to use the keyboard and mouse confidently to guide their way through computer programmes. Children take part in various creative activities such as painting, collage making and music sessions.

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

The provision is satisfactory.

Children are valued as individuals and are warmly welcomed into the pre-school. They benefit from the sound procedures in place to support them as they settle at the nursery and separate from their parents and carers. Children and parents are fully included in the life of the setting and feel a great sense of belonging, which is influenced by various displays and notices most of which are written in various languages. They are encouraged to respect themselves and others as they learn about their local community and the wider world through a range of books and resources which reflect positive images of diversity, and visits from people in the local community including the traffic warden who teaches them about road safety. Children's spiritual, moral, social and cultural development is fostered.

Strategies to support children with learning difficulties and/or disabilities include liaising closely with parents and other professionals, such as the area special needs coordinator are in place. This helps to ensure individual targets are met and children showing developmental difficulties are identified early.

Children on the whole behave well and respond positively to staff because of the sensitive interaction they receive. The use of praise and encouragement for their achievements reinforces good behaviour. They are given clear explanations about what is unacceptable about their behaviour. Consequently, children are gaining a full understanding between acceptable and unacceptable behaviour.

Parents are welcomed into the pre-school and there is a voluntary parents rota in place. As a result many of them spend time in the setting, supporting staff and children. Information about their child's needs and preferences is gathered at the start of the placement and staff continue to share verbal feedback with parents. Notice boards, policies and procedures keep parents regularly updated and a written documentation provides some useful information about the pre-school.

Partnership with parents of children in receipt of funded nursery education is satisfactory. Parents have many opportunities to be involved in the care of their children. This includes being a member of the committee, becoming a parent helper and contributing their ideas and suggestions. Parents express they are happy with the care given to their children and find the staff very approachable and helpful. They are kept informed of events in the group through

the notice boards displayed in the entrance hall and foyer. Parents have regular opportunities to speak to staff and raise any concerns or issues relating to their children. However, opportunities for parents to be actively involved in their children's learning are too few, although parents feel they are kept up-to-date with their children's progress many are unclear of the Foundation Stage and or the early learning goals, resulting in them being unable to become fully involved in their child's learning.

## **Organisation**

The organisation is satisfactory.

Staff have been employed at the setting for a number of years demonstrating their commitment and genuine care for children. Both are equally well qualified and continue to update their knowledge of childcare issues. They are suitably qualified in first aid and have a sound understanding of the procedures in place and this is reflected in practice.

Students on placement at the setting and parent volunteers receive good levels of support and are inducted into the setting. They receive information on specific areas such as child protection, health and safety and their role in the pre-school. Space within the pre-school is effectively organised, with clear designated areas for play, storage and food preparation. Most of the required documentation is in place and sufficiently maintained to promote the children's care, health and welfare with the exception of children's attendance records.

The leadership and management of pre-school education is satisfactory. The committee and staff team show a commitment to children's learning and development, and the staff use training opportunities to develop and update their skills. Ongoing assessments are completed and parents' views are taken into account through the use of a suggestion box, information is exchanged daily. The setting continues to work with an early years advisory teacher to support the provision of the nursery education and the issues raised at the last inspection have been addressed. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting was required to: check the first aid content frequently and replace as necessary and revise and update the children's attendance register to include arrival and departure times, the procedures in the event of a child being lost to include the procedure to follow should a child be lost on an outing, the formal procedures should a parent fail to collect a child, the risk assessments to include the date assessment undertaken, and the complaints procedure to include details of the regulating body.

The setting has taken positive steps to address each of these which consequently has a positive impact on the overall care and safety of the children whilst attending the pre-school. There is now a system in place for ensuring that the first aid box is fully replenished and checked regularly. A system for recording children's arrival and departure times was implemented, however this was found to be ineffective which the setting have identified and taken steps to re-address this. However on the day of the inspection this was not in practice and as raised at this inspection. Current procedures including the lost child, failure to collect and the complaints procedure have been updated in line with current guidelines. Risk assessments are carried out systematically and include the dates the assessments were carried out including any action if any taken.

## **Nursery Education**

At the last inspection the setting was asked to; increase opportunities for children to compare and group numbers, and improve the systems for observation, assessment and planning.

Children benefit from opportunities to calculate and problem solve during various activities including cooking activities and as they count the number of children attending for the day. There are systems in place for recording children's achievements. Staff complete regular observations on children and these are used to inform future planning. Therefore the quality of nursery education is sufficient to support the needs of the children attending.

### **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**

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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 an accurate record is kept of children's arrival and departure times.

#### **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):

- ensure that children are provided with sufficient levels of challenge, this refers to some activities and daily routines such as preparing for snack time and pouring their own drinks (this also applies to care)
- provide parent and carers with more detailed information about the early learning goals and the steps their children are taking towards these in order that they become fully involved in their child's learning.

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)