

# Lilliputs Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY283919
<b>Inspection date</b>	19 September 2007
<b>Inspector</b>	Shaheen Belai
<b>Setting Address</b>	Spring Park Drive, Woodberry Drive, London, N4 2NP
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<b>Registered person</b>	The Committee of Lilliputs 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?

Lilliputs Playgroup registered in 2004. It is committee run voluntary playgroup. It is situated in the London borough of Hackney within a residential area. A maximum of 26 children may attend at any one time. The playgroup is open each week-day from 09:30-12:00 and 13:00-15:30, 46 weeks a year. Children have the use of a large indoor play area, small quiet room, toilet facilities and an enclosed outdoor play area. In addition, the setting shares the neighbouring large outdoor play area belonging to Woodberry Down Early Years Centre.

There are currently 33 children aged from two to under five years on roll. Of these 23 children receive funding for early education. Children come from the local area. The playgroup currently supports a number of children with a disability or a learning difficulty and also supports a number of children who speak English as an additional language.

The playgroup employ five staff, these are all full-time and include the manager. All hold appropriate early years qualifications and three are working towards a further qualification. The setting receives the support of the local authority advisor.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit from playing in a clean environment, where children play with clean and well maintained toys and resources. Children learn the importance of good hygiene and personal care, such as wiping clean their own place mats and brushing their teeth after snack time. Their knowledge of the importance of personal hygiene and how the spread of infection can be minimised is further supported by staff having discussions and providing props during the free play sessions. For example, the dental hygienist visiting the setting, access to large toothbrushes and a large set of teeth for children to practice tooth brushing correctly. Staff set a good example for children, such as washing their hands with children before snack time and wearing apron's when involved in messy play with them.

A high number of staff hold current first aid certificates and one staff member is trained in food hygiene. This enables children to be given appropriate care in the case of an accident and ensuring cross contamination in food products is minimised. Procedures are in place for the administration of medication and gaining prior consent from parents to seek emergency medical advice. Procedures for recording accidents is in place and varied effective systems have been developed to ensure information is passed to parents. This takes into account parents who have English as a second language. This sharing of information contributes to children's wellbeing.

Children benefit from a healthy and balanced diet provided at snack time which is reflective of the hours they attend. Children begin to learn the importance of the effects of the food they eat and drink through staff initiated discussion and time allowed for children to share their ideas about food. They develop positive self-help skills as they make choices from the food on offer, spreading their own toast and taking on responsibility as they share out the food with their partners. Their interest in food is further enhanced with regular opportunities for participating in cooking activities and as they help prepare the snacks which vary daily, such as making sandwiches and gingerbread men. Drinking water is made accessible throughout the session to allow for children to address their own personal health needs and develop their independence skills.

Children participate and enjoy a range of outdoor play activities that contribute to a healthy lifestyle. Staff organise the outdoor area effectively on a daily basis to ensure children have opportunities to have fresh air and exercise. Outdoor play activities are carefully planned as part of the daily routine as this area is used as an extension of the indoor area. Here children participate in growing plants, learning to use large equipment to climb and balance, equipment to learn to steer and balance. In addition they play with construction, imaginative play, using tools as they participate in creative play and sit in the comfy area looking at books. The additional use of the shared outdoor area with the neighbouring setting allows for children to run up and down a hill and view the neighbouring reservoir where they can relax and watch the wind surfers.

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

The provision is satisfactory.

Children are cared for in a bright and child-friendly environment. The children's work is displayed throughout the setting both on boards and as mobiles, they have their own space for storing

their personal belongings and parent's are kept updated through the notice board. This adds to the welcoming environment. Space is organised well, which allows for children to move freely and independently. The setting has agreed use with the management of the neighbouring children's centre to use their outdoor area at agreed times. This enhances children's learning opportunities in physical development and takes into consideration the needs of the children, most of whom do not have access to outdoor play space at home. Children use a wide range of quality play materials and resources which are appropriate to their age and development. Toys and equipment are generally stored at low levels making it accessible.

Staff carry out daily risk assessments to minimise the hazards and ensure the safety of the children. Regular emergency evacuation drills allow for staff to identify the effectiveness of procedures. However, emergency evacuation procedures are not displayed thoroughly throughout the setting and this impacts on the safety of children. Effective measures are in place to monitor the movement of children, such as regular headcounts, adult height door handles and visitors wearing identification tags. This contributes to children's safety. Children are provided with reminders to raise their awareness of personal safety. For example, children are reminded not to run indoors or swing on chairs.

Staff have a basic understanding of recognising the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This supports children's welfare. Recognition is given for further training for staff and for updating policies and procedures in line with current practice.

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

The provision is satisfactory.

Children make good use of an organised environment, where they engage in age appropriate and stimulating play on arrival. Children make independent choices in the play activities arranged for them and also participate in adult led activities eagerly. Staff provide appropriate support and encouragement to children who are unsettled or less confident. The role of the key worker supports the trusting and caring relationships developing between children and adults. Children are busy in their play and spend their time engaged in purposeful and stimulating play both indoors and outdoors. Staff are generally skilful in recognising the levels of support required for individual children to promote their development. For example in promoting new skills, extend their language and learn to address new challenges in their play. Children are active in assisting with the preparation of specific activities, such as mixing corn flour with water or mixing paint colours. Children learn to take turns and share with adult guidance and gentle reminders. Children participate in both child-initiated and staff-led activities and welcome adult involvement. This allows for staff to generally observe and monitor children's learning. Children become confident as they learn to make contributions in group discussions, where they share personal experiences and opinions. Planning reflects the Birth to three matters framework and staff have basic knowledge of where children are developmentally. Observations are carried out on individual children and some amount of progress monitored. However, the learning is not monitored on a regular basis.

The quality of teaching and learning is satisfactory. Children are making satisfactory progress because they are provided with a range of activities that are reflective of age and ability. Children develop good relationships with their key workers and peers. They concentrate well with most activities and staff are aware of the differing levels of learning of the children in their care. The planning and delivery of learning experiences is based on the six areas of the curriculum. Children are provided with a balance of both adult and child-led activities. Staff

are very active during sessions to ensure children spend their time in purposeful play whilst in attendance and are encouraged to participate in as many activities as on offer. However, missed learning opportunities arise due to staff not being fully aware of the children's individual stage of learning to extend their existing knowledge. Though children's progress is observed, this is not done frequently to monitor the stage of learning, identify learning intentions for planned activities or observations or to use evidence gathered to contribute for the planning of next steps. The inconsistency in monitoring progress and having individual future planning in place impacts on children's learning.

Children enter the setting enthusiastically and speak confidently with staff and peers with whom they have developed close relationships with. Children are at ease to share their ideas, views and information about their family life. This supports them in developing self-confidence and trusting relationships. Independence and self-help skills are developing as children show responsibility in assisting their peers with tasks. For example, being aware they need to put on their own coats for outdoor play and reminding peers they need an apron for creative play. Children enjoy showing their completed work to peers, staff and parents on collection. This allows for positive self-esteem and self-pride to develop in children.

Recognition is given by staff to the home languages of the children and varying abilities in language development. For example, the use of varying forms of signing is used effectively for all children to contribute. Staff interact positively with children as they sit together at activities, at group discussion time or generally as they listen to children's requests and give out instructions. Children enjoy looking at books, either independently in the cosy book area or as a group. Their interest in books is further enhanced as staff place books out in the main play area which relate to current themes. Children have sufficient opportunities to access and use mark-making materials throughout the sessions in varied forms. For example, staff support children in learning hand control and early recognition in tracing letters and using notepads in the home corner. The link of letters to sounds is being introduced with phonics being used. Though name cards are used and labelling is completed on low storage, these do not effectively support the varying abilities of children who are not able to recognise printed text alone. This impacts on children's early recognition and reading skills.

Children are beginning to count with ease up to ten and beyond. Children are eager to count, for example as they count out plates for snacks. However, opportunities to extend learning for simple addition and subtraction in daily activities are overlooked by staff. For example, when sharing out fruit and cups for drinks. This impacts on children's learning as sufficient new challenges are not provided. Children are learning about shapes during meaningful activities where they use two dimensional shapes. They use a range of containers when playing with natural resources and have opportunities to extend their mathematical thinking by learning about proportions and comparisons in size and volume.

Children learn about living things as they are actively involved in the care of the plants and vegetables they grow in their outdoor play area. Role play activities are organised to allow children to relate to everyday life matters. For example, children learning about road safety and visiting the hospital. Children explore their local community to learn what can be gained from specific venues and receive visitors from the community to support their learning of identified roles. For example, the local police, staff from the gardening centre or reservoir. Children are helped to begin to gain an awareness of culture and the beliefs of others, when they celebrate a variety of cultural festivals.

Staff are organised in providing a range of resources for children to develop and extend their imagination through role play. For example, children driving a fire engine toy vehicle, shouting out fire and using buckets to put out a fire. Children are able to express their creativity and feelings through using a wide range of different materials and mediums. Their learning is further enhanced as children are often involved in the preparations of such mediums, such as helping to make play dough. The free access to musical instruments allows children to develop a sense of rhythm as they use the instruments to accompany songs and rhymes they participate in. Children are able to sing simple songs from memory, learn to co-ordinate movement to sounds as they use their bodies to accompany action songs.

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

The provision is satisfactory.

Children are valued as individuals. They benefit from key workers who work closely with parents in gaining relevant information in regards to individual needs. Staff have a very positive attitude towards diversity and ensure all children feel welcomed and included. Effective procedures are in place to ensure the needs of children with learning difficulties and disabilities are acknowledged and care and learning needs are planned and catered for. Staff work closely to ensure they work in regular consultation with parents and other professionals to ensure the individual education plans are addressed in the planning and delivery of service. Children's home languages are acknowledged and valued. The setting uses a number of signing programmes to allow for all children to be heard and be acknowledged. This allows for each child to feel valued and develop a sense of belonging. Staff have a positive attitude towards diversity and ensure children have participation in experiences to reflect on the diverse community they live in. For example, they have access to a large range of books, posters, photographs and a well sourced home corner to address positive diversity and self identity.

Children are generally well behaved. They are well supervised and supported by staff, who are deployed well to ensure children are supervised and any issues of unacceptable behaviour is addressed quickly and positively. For example, reminding children how to share and why it is important. Clear explanations from staff inform children of expectations, good behaviour is further promoted with the use of recognition and praise for achievements and contributions. Recognition is given by staff for children with learning difficulties, to allow for developing their understanding of expectations and how to promote good behaviour. For example, using the area around the reservoir as a relaxing and therapeutic area as well as working in small groups to develop concentration skills that are manageable for these individuals. As a result, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Children benefit from the gradual settling in period and staff seek relevant information from parents. This helps to ensure children receive individual care and attention. Regular daily verbal exchange of information about children's individual care routines and development is shared. Parents have access to current policies and procedures via the notice board. Information on the notice board informs parents of how to address any arising complaints and details of the regulator are displayed. The committee for the setting includes parents and carers. Parents have access to view the weekly and long-term plans in regards to nursery education. Regular verbal discussions keeps parents informed of their child's progress and learning. Though staff meet with all parents of children of all ages on a formal basis to ensure parents are kept informed about children's individual progress and development, this is not done on a regular and consistent basis. Children's records and profiles are not updated regularly or shared with parents frequently to allow parent's to have sufficient

information about the Birth to three framework or the Foundation stage curriculum, which outlines what and how their child is learning.

## **Organisation**

The organisation is satisfactory.

Children's care is promoted by the general organisation, the deployment of staff and the provision of activities. There is an effective routine in place which children are familiar with which ensures they develop a sense of safety and belonging. Staff demonstrate through practice, an understanding of their roles and responsibilities. The key worker system is effective in practice and ensures ratios are met. The use of the areas accessible to children are organised well to meet both care and learning needs. A recruitment and vetting procedure is in place which contributes to the safety and wellbeing of children. Management are aware of the process to inform the regulator of required information in regards to current changes in committee members. This allows for suitability to be assessed. Children benefit from being cared for by qualified and experienced staff. Children's required records are in place and these contribute to their care and wellbeing. However, a number of policies and procedures require reviewing and updating to be in line with current legislation, and as part of the documentation required.

Leadership and management is satisfactory. The majority of the staff team have not attended relevant training in Foundation stage curriculum. Acknowledgement is given to staff attending current training and this is being addressed with the local authority. The staff meet regularly as a team to review planning, discuss the children in their care and support each other in developing appropriate activities. Staff do have an understanding of planning in relation to the six learning outcomes, yet there is insufficient monitoring of all areas of learning in children's records. This impacts on records not being a true reflection of current learning and no clear indication of the next stages being identified. The manager is aware of the setting's strengths, weaknesses and where improvements are required. The setting receives the support of the local authority advisory teacher on a regular basis. The setting meets the needs of the range of children's for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting agreed to: ensure the procedure of raising the fire alarm is reviewed in addition to the fire drills being carried out regularly; allow children to have an appropriate range of activities and resources that promote equality of opportunity; ensure that the complaints policy has Ofsted's details.

The setting has maintained details of regular fire drills which are carried out each term during varied sessions. Methods used to raise the alarm are being reviewed as to which are the most effective in alerting both children and staff's awareness. The resources have been developed to provide children with positive images of diversity. This is supported by the staff's positive approach on inclusion and developing children with positive self-identities. The complaints policy and procedure currently accessible within the setting does not include the details of Ofsted, this is undergoing a review and update. However, the setting does have posters displayed within the setting with details of Ofsted's role in investigating complaints with contact details displayed.

## 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 fire evacuation procedures are clearly displayed in designated areas of the setting
- review the frequency of sessions organised for the sharing of children's records with parents of all ages
- review and update all required policies to ensure they are accessible to staff and parents and are in line with current legislation

### 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 labelling throughout the setting is reflective of written text and pictures which allows for easy identification for children of varying levels of development
- extend children's knowledge of early maths which includes subtraction, addition and problem solving.
- develop a robust system for the recording of children's individual learning; consistency and frequency in the recording of observations and the planning of the next steps
- develop staff's knowledge and understanding of the Foundation stage guidance in order to ensure they are aware of how to deliver the curriculum and monitor teaching and 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)