

Green Dragon Playgroup

Inspection report for early years provision

Unique Reference Number	116279
Inspection date	01 November 2007
Inspector	Daphne Prescott
Setting Address	Community Hall, North Road, Brentford, Middlesex, TW8 0BJ
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Registered person	The Trustees of Green Dragon 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 inadequate - notice of action to improve. The registered person does not meet 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?

Green Dragon Playgroup is managed by a voluntary management committee, made up of parents of children at the pre-school. It opened in 1993 and operates from a large hall area in Green Dragon Primary School in Brentford in the London borough of Hounslow.

A maximum of 26 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:15 to 11:45 and two afternoons from 12:30 to 15:00, term time only. All children share access to a secure, enclosed, outdoor play area.

There are currently 48 children aged two to under five years on roll. Of these two children receive funding for nursery education. Children come from the local and wider community. The playgroup currently supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The playgroup employs eight staff, of these; six of the staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean setting. There are suitable procedures in place to ensure that the setting is kept clean. For example, staff wash the tables with an anti-bacterial spray before and after snacks. Children are beginning to learn about personal hygiene through some daily routines. For example, they know to wash their hands after using the toilet. However, children are not encouraged to wash their hands before sitting down to eat their toast. In addition, children are sharing a bowl of water to wash their hands after creative activities during the session. This compromises children's health. They receive suitable first aid treatment in the event of an accident as some staff hold valid first aid certificates. All relevant policies and procedures are in place for medication administration and accidents. Children do not attend if they are sick or infectious as clear information is shared with parents to help prevent the spread of infections.

Children are beginning to have an understanding of healthy eating as they are offered a variety of fresh fruit at snack time. During this time children and staff sit together in small groups which create a lovely, relaxed and social atmosphere and promote children's social skills. Their individual dietary needs are known and followed by staff as information is clearly recorded which is discussed with parents. Throughout the session a jug of drinking water and cups are available in the play room. Children independently help themselves to drinks when they are thirsty.

Children are developing a positive attitude to exercise which is enjoyed on a daily basis. They enjoy playing outside having fun running around in the garden. Older children are developing their physical skills. They enjoy playing football, kicking the ball to their friends. They show increasing control as they are able to manipulate a range of small tools and equipment successfully. For example, children are competent in using the rolling pin to roll out the play dough and are able to use pencils and scissors with good control. Younger children have the opportunity to develop control over their bodies; they are learning how to climb and slide down the slide.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from the welcoming surroundings as staff greet them and their parents warmly, helping children to feel secure and content. They are cared for in a suitably organised environment, as space within the hall is used well, there is plenty of room which means that children are able to move around and play either at a table or on the floor in comfort and safety. They have access to a satisfactory range of toys and resources that help towards meeting the learning and developmental needs.

Children are cared for in a child focused environment where most risks are identified and reduced to safeguard the children. For example, staff check the toys and equipment on a regular basis to reduce any hazards. They are kept safe indoors as staff monitor the entrance at the beginning and end of sessions to ensure children are dropped off and collected safely. Staff are very vigilant in closely supervising the children to help keep them safe when playing outside in the garden. However, a section of fencing and the gate is low level and poses a risk to children.

Regular fire drills are practised which helps children gain an awareness of fire safety and emergency procedures.

Children's welfare is safeguarded by the staff's sound knowledge of child protection matters. They understand the signs and symptoms of possible child abuse and are familiar with the reporting procedure to follow if they are concerned about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in the setting; they are happy and confident. Staff provide appropriate care and support for the children, this helps them to separate confidently from their parents and carers.

Younger children's care and learning is promoted as staff have an understanding of how to meet their needs. Staff use the Birth to three matters framework, providing activities that support younger children's development and learning. Younger children take part in all the activities offered, for example, they have great fun playing with natural materials, such as play dough. They are developing their fine motor skills and creative abilities as they confidently manipulate paintbrushes. They smile with a great sense of achievement when they have finished their painting. Some children enjoy listening at group time. However, not all the children are engaged and involved at group time because the group is too large and children become restless. Children enjoy singing and have fun as they energetically join in action songs.

Nursery Education

The quality of the teaching and learning is satisfactory. Staff demonstrate an understanding of the Foundation Stage, and stepping stones. They observe children's progress through observation. However, they do not always assess children's progress to help plan the next steps in their learning.

Children have good relationships with staff, and children are treated with respect. This is reflected in the children's good behaviour. They receive plenty of attention and support from the staff as they are always nearby to offer guidance when needed. Staff question children in order to encourage them to learn. However, this needs to be developed further to assist and extend children's learning and to help children think for themselves. Children are confident and able to express their needs as they ask the staff to play with them, for example, in the home corner or outside playing football. Children are beginning to develop good relationships with one another and are learning to share and take turns when playing games. Some children enjoy listening to stories. However, at story time older children sometimes become distracted as the group is too large and they lose their concentration.

Children play with the toys and activities that staff set up each morning. However, they are sometimes unable to make independent choices for themselves, which means their independence is not always promoted. For example, at the puzzle table children complete the puzzles provided, but are unable to choose other puzzles as these are not easily available to the children as they are stored away in the store cupboard.

Children recognise their own names on cards, helping children understand that labels and print carry meaning. They are learning the concepts of simple number operations through everyday situations and learning to count numbers one to 10. They are beginning to use language to

describe and compare shape and size. They are beginning to learn about their own culture, and others, through the celebration of a range of festivals throughout the year.

Children are developing knowledge and understanding of sense of time through discussions about past events with staff and their families. They have opportunities to express and develop their creativity through imaginative play as they show their imagination when acting out simple storylines and role-play together. Children are eager to play in the home corner and enjoy pretending to make their lunch with play dough. At tidy up time they are happy to tidy up the home corner and are praised by the staff when they have done this task well. Children enjoy exploring different colours and textures whilst painting and gluing. Children can sing simple songs from memory and they participate actively at singing time.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and play a full part in the setting because staff value each child as an individual. They are respected as individuals and are given appropriate praise and support to enhance self-esteem and confidence. Children are learning to be kind and respectful towards each other because the staff are appropriate role models and set good examples. Children learn the boundaries of acceptable conduct in ways that they can understand, as staff use age-appropriate and positive strategies to manage any difficulties that arise. This positive approach fosters children's spiritual, moral, social and cultural development. Children learn about themselves and the wider world through planned activities and discussions, helping children to understand different cultural practices. Children with learning difficulties or disabilities are welcome into the setting as the staff have a positive attitude towards this area of childcare. The staff adapt their ways of working to ensure all children are included and able to reach their potential.

Partnership with parents of children who receive nursery education is satisfactory. Parents spoken to on the day of the inspection said that they are happy with the educational progress their children are making. They have the opportunity to discuss their child's progress. Staff maintain a record of the children's observations through individual books and these are available for parents to view.

Children benefit from the friendly interaction between staff and parents. Staff obtain detailed information about each child's individual needs from parents to ensure that children receive the appropriate care. A notice board displays relevant information and policies and procedures of the setting are also available for parents to view, which helps towards promoting children's safety and welfare. Staff recognise the importance of working with parents to ensure that children's needs are well met. Parents receive verbal feedback from staff about their child's morning.

Organisation

The organisation is inadequate.

Since the last inspection there have been several changes to committee members. Appropriate notification and the required documentation have not been forwarded to Ofsted with regard to informing Ofsted of the changes of committee members of the pre-school. This is a breach of regulation.

The leadership and management of the setting for nursery education is satisfactory. The manager is committed to the improvement of quality childcare and education for children, and understands the importance of providing activities which promote children's development in all the six areas of learning and monitoring the quality of teaching. The manager is also aware that the recording of children's development and future learning to help children progress through the stepping stones needs developing. The manager and staff work well together as a team, and focus on the needs of the children. Although, the organisation of hand washing routines' group times and a safety issue regarding the fencing and gate needs to be addressed. Children's care and learning is supported by the effective deployment of staff because the manager maintains the child-staff ratios which help to ensure children's wellbeing. Staff ensure all children are secure and happily engaged in activities.

Children's welfare is safeguarded because most of the required records and documentation are in place to ensure the smooth day-to-day running of the setting. The written policies and procedures practised by staff also help ensure children's wellbeing and protection. Staff work with parents to ensure they have a good knowledge of children's individual needs. Children and staff benefit from the positive working relationship between parents and staff. The staff are kind and caring and consequently, children are happy in the setting.

The setting does not meet the needs of the range of children for whom it provides care.

Improvements since the last inspection

At the last care inspection the manager agreed to gain knowledge of the procedure to follow should a child present with a notifiable infectious disease and devise a written policy. A written policy is in place which includes procedures to follow and an appendix of information for incubation periods and exclusion recommendations for parents to prevent the spread of infections to help protect children.

At the last nursery education inspection the manager agreed to: improve the outside play area to increase opportunities for extending children's large scale movements; increase the use of resources to encourage role play situations that extend imagination and competence in all areas of learning particularly in areas of mathematics, music, spontaneous writing and information technology; and develop a system to evaluate strengths and weaknesses in the quality of teaching.

The pre-school have purchased a wider variety of physical equipment that provides children with physical challenges and experiences. They have opportunities to develop their imagination, write for different purposes, recognise numbers, explore music and have access to information technology and explore how things work. The manager has developed a system to monitor the quality of teaching to enhance and support children's learning.

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 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure Ofsted is notified of changes in committee members

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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 group times meet the needs of the children
- increase children's independence by providing more opportunities for children to choose toys and activities for themselves
- improve the assessment system to provide an ongoing record of children's progress and plan the next steps in their learning
- develop staff's knowledge and understanding of how to extend children'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