

# Bo-Peep Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	147506
<b>Inspection date</b>	17 January 2008
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bo-Peep Playgroup is one of two settings run by the registered person. It opened in 1987 and operates from a scout and guide centre situated in Edgware which is located within the London borough of Barnet. A maximum of 36 children may attend at any one time. The playgroup is open each weekday from 09:30 until 15:15 during term time only. All children have access to a secure enclosed outdoor play area.

There are currently 45 children aged two to under five years on roll. Of these, 21 children receive funding for early education. Children attend a variety of sessions either full day or part-time during the morning or the afternoon. Children come from a wide catchment area. The playgroup currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs seven members of staff, including the registered person. All of whom hold an appropriate qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health and well-being is well promoted. They enjoy a healthy morning snack of fresh fruit, water or milk. As they sit together in small groups they talk about the importance of healthy eating and learn that milk is good for strengthen bones and teeth. Children bring a packed lunch and staff work effectively with parents to ensure that the children are offered a nutritional meal. Food is stored carefully and warmed if required, staff use a probe to ensure that the food is heated to the correct temperature. Children have independent access to drinking water throughout the day.

Children's well-being is assured as they receive appropriate first aid treatment because the majority of staff hold a current first aid qualification. The policy for the care of sick children effectively reduces the risk of cross infection as children who become ill are excluded from the setting until they are no longer contagious. Children are learning about the importance of good personal hygiene as they independently use tissues and dispose of them appropriately. They wash their hands before eating and after using the toilet and they dry them on paper towels, although the risk of cross infection is increased as they also share the towelling towel that is sited in the toilet.

Children are offered good opportunities to engage in robust physical play. They learn to strengthen their muscles by climbing, balancing and riding bikes. They enjoy fresh air and exercise and make good use of the outdoor play area during the summer months and take daily walks to the local woodland area or the shops.

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

The provision is good.

Children feel safe and secure in this well established playgroup. They are greeted warmly by staff who are pleased to see them. Their safe arrival and departure is effectively monitored by a designated adult who supervises the main door at the beginning and end of each session. All visitors to the setting are monitored and access to the premises can only be gained by ringing the door bell. The staff go to great lengths to ensure that this shared premises is turned into an aesthetic child centred environment. Before the children arrive they set out a wide range of age appropriate and interesting resources for the children to choose from and they decorate the walls with interesting reference posters and displays of children's art work. All resources are clean and well maintained and checked regularly to ensure they remain in safe condition.

Children are well protected form potential hazards as staff carry out routine risk assessments on all areas of the premises. For example, before the children use the outdoor play space the area is checked for litter and other potential hazards such as possible damage to the parameter fence. Children are learning to consider their own personal safety as they move around the premises freely. They are taught the importance of not running indoors and how to pass each other safely on the stairs by using the hand rail and walking in single file.

Children's safety is further assured as updated procedures cover all aspects of safeguarding children. Staff are confident in their knowledge of how to implement the child protection procedures, for example knowing what to do if an allegation of child abuse was made against them.

## Helping children achieve well and enjoy what they do

The provision is good.

All children have fun as they learn through their play, clearly enjoying their time spent at the playgroup. Staff have a good understanding of the Birth to three matters framework and plan a broad range of stimulating activities which effectively encourages younger children to become competent learners. They have a good understanding of the starting points for the children's learning and use this to plan for their individual learning needs. Children are free to choose what activities they wish to engage in and the adults help them to learn by supporting their play. For example as children create a natural habitat for their model butterflies using twigs, leaves, soil and wood shavings the adult extends their learning by encouraging them to use the magnifying glass to observe the colours and patterns on the butterfly wings.

Children are becoming skilful communicators who enjoy using books independently, re-telling stories to their peers as they organise an impromptu story session about the 'gingerbread man'. Staff have set out a variety of opportunities for children to write for different purposes. Whilst talking on the telephone in the role play area children make marks on note pads as though recording their conversation. Children are currently learning about their senses and enjoy touching and mixing corn flour and wet and dry sand as they consider how it feels when more water is added. At the same time they are extending their vocabulary using words such as 'dripping', 'smooth' and 'cold'. They learn to make sense of their world as they enjoy dressing up and dressing 'dollies' and 'take them for a walk'.

### Nursery Education.

The quality of teaching and learning is good. Staff effectively implement all aspects of the Foundation Stage curriculum as they provide an interesting range of activities which effectively sustains children's interest and helps them to make good progress towards the early learning goals. They effectively support children's learning through a good balance of structure adult led activities and child initiated play. For example, children enjoy one to one sessions with an adult where they learn about the sounds that letters make. The children know that written text carries meaning as they post their name card into the box as part of the 'self registration system'. Some older children are able to read short stories independently and all children are working towards this as the 'reading scheme' effectively nurtures their interest in books. They take pride in the reading book that they choose to take home with them. This effectively supports linking their learning at playgroup with their learning at home. The system for recording children's assessment effectively enables staff to plan for children's individual learning and monitor their progress in order to move them on to their next steps. Staff provide lots of opportunities for the children to develop and strengthen their self help skills, as they pour their own drinks and choose which activities they wish to play with. Staff extend children's learning by asking thought promoting questions and also by allowing children to explore and experiment for themselves. For example, children are encouraged to take risks and challenge themselves as they climb to the top of the ladder, as their confidence waivers the adult encourages them to climb to the top, confirming that they will be there to keep them safe. As the children succeed in their efforts they beam with pride as they reach the top and then come down the slide. With this new found confidence they enthusiastically repeat the routine several times more. Children have developed positive relationships with their peers and play cooperatively together, organising themselves as they take their seats at the floating and sinking table. Here they learn about the concept of floating and sinking as they test different materials and predict how they will react when dropped into water. Children marvel at their findings 'laughing' and 'sighing' as the experiment unfolds.

Routines flow smoothly overall. Children benefit from the good periods of uninterrupted free play, with small group and individual activities taking place within this time. Children enjoy group story time as they join in with the actions to the story 'we're going on a bear hunt'. However, the preparation for the morning snack time causes some interruption to the story session as staff begin to tidy the room and other children come from the room upstairs to sit at their snack table in the main hall, consequently some children's concentration is lost. There are regular opportunities for children to use computers and programmable toys as they learn about technology. They learn to count through a range of practical activities and older children are able to write numbers with meaning. They use mathematical terms appropriately in their every day language as they talk about age, shape, size and quantity. Children are learning about their own culture and those of others as they celebrate a range of different festivals throughout the year. The aesthetically presented interest table displays artefacts from around the world. This captures the children's interest as they spend time looking at the photographs of themselves, their parent and the staff as they celebrate Diwali.

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

The provision is good.

Children are confident individuals who feel comfortable within the setting. The gradual settling in procedure is effective in ensuring that children develop a strong sense of belonging. This is strengthened further as children have a place for their own personal belongings and have easy access to them. Children display good levels of self esteem as they know their contribution is truly valued. A recently developed scrap book allows children to enter pictures or photographs of significant events in their lives which they can then use to show other children. Consequently children enjoy explaining to others about their holiday and are proud of their stories as they share their experience. Staff collate good information relating to children's individual needs and are effective in meeting them. For example there is an effective system and procedure in place for caring for children who require special medication.

Children with special needs are very well supported. The setting is inclusive of all children and effectively supports them to have equal access to all areas of the curriculum. Effective partnerships with parents and other professionals ensure that children receive the best continuity of care. Strategies to support children include individual education plans and regular liaison with the Special Needs Co-ordinator. Children who speak English as an additional language are well supported. They are encouraged to speak in their first language as staff understand key words or in many cases are fluent in the children's first language so all children can benefit from the bilingual experiences.

Children are very well behaved. Staff are calm and gently spoken with them and their behaviour management policy is consistently implemented by all staff. There is a good sense of fun within the setting and children are clear about the boundaries and ground rules. Children show concern for each other as they help each other to put on painting aprons. Staff praise and recognition encourages children's best behaviour and they respond well to the cuddles or the applause that they receive if they have 'done well'. Consequently the playgroup effectively fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. Parents are very satisfied with the service they receive. The setting has developed clear procedures for working effectively with parents and all new parents are given a video depicting a day at the playgroup to watch at home before they decide to take up the offer of a place. They are advised about the way in which their children learn during the two open evenings held at the setting. During these sessions staff demonstrate to

parents what children learn through engaging in different activities and how this helps them to work towards the early learning goals. They are subsequently kept up to date with their children's progress through daily discussion and more formal parents evening which take place regularly. The open door policy means that parents are welcomed into the playgroup at any time and often help out when the children are celebrating festivals. All relevant written consent is given by parents and the complaints procedure is displayed for parents to reference. However, there is insufficient detail in the information and the system for sharing complaints with parents has yet to be firmly established.

## **Organisation**

The organisation is good.

Children are comfortable in this well organised setting. This long established staff team work effectively well together, consistently implementing the policies and procedures which underpin the existing good practice. Staff clearly enjoy their role and the effective key worker systems ensures that children's individual needs are appropriately met. All staff hold a relevant childcare qualification and are keen to further their knowledge as they embark on additional training to obtain a higher qualification.

Children's records are well documented, especially the records of staff and children's attendance. Most of the required policies and procedures are up to date and cover the required standard. Documentation is well collated.

The leadership and management is good. The manager has sound knowledge of the Foundation Stage curriculum and provides the staff team with a positive role model. The conscientious team work well together. Regular team meetings, training and staff appraisals effectively support staff development and has a positive impact on practice. There are effective systems in place to monitor and evaluate practice and consequently the staff are aware of the strengths and weaknesses within the setting. For example they have worked hard to improve the system for observing and assessing children's progress and children benefit directly from this improved system.

The Bo- Peep playgroup meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to develop a policy for child protection procedures should an allegation be made against a member of staff. Also to develop a policy for lost and uncollected children and to put in place an operational plan. They also agreed to provide more opportunities for children to develop their independence in self selection activities and free writing and to continue to develop the system for observing children.

Children now benefit from improvements to the policies, procedures and operational plans which have been updated and implemented. Children are offered varied opportunities to write freely and can independently access the resources that are set out for them and ask if they require any other resources to be taken from the store cupboard. The system for observing children has effectively improved.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- make sure that children are able to wash and dry their hands hygienically
- provide more detailed information in the complaints procedure so that parents are aware of the timescale for resolving complaints, details of what the written response will include and develop an effective system for logging complaints and sharing these with parents.

#### **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):

- review the snack time routine in order that the preparation causes less disruption to children's enjoyment of story time

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