

Holy Cross Playgroup

Inspection report for early years provision

Unique Reference Number	118177
Inspection date	08 July 2008
Inspector	Victoria Vasiliadis

Setting Address	Parish Room, Holy Cross Church, Ferrymead Gardens, Greenford, Middlesex, UB6 9NF
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Telephone number	020 8578 2306
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E-mail	
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Registered person	Holy Cross Under 5s Group
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Type of inspection	Integrated
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Type of care	Sessional care
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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 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?

Holy Cross Playgroup is managed by a voluntary management committee and board of trustees. It is a registered charity. The playgroup opened in 1989 and operates from a hall within Holy Cross Church in Greenford, in the borough of Ealing. A maximum of 26 children may attend the playgroup at any one time. It is open each weekday from 09:00 to 11:30 during term time. Children have access to a secure enclosed outdoor play area.

There are currently 43 children aged from two and a quarter to under five years on roll, of these, 20 children are in receipt of funding for nursery education. Children come from the local community. The playgroup currently supports children who speak English as an additional language and children with learning difficulties.

The setting employs eight staff who attend on a full and part time basis, of these, five hold appropriate early years qualifications including the manager.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy eating and know that certain foods are healthy and will make them grow strong. For instance, children talk about carrots and apples being healthy and this is further discussed by staff who explain why these foods are good for them. The children are provided with healthy snacks such as fresh seasonal fruit and vegetables. Records of the children's individual dietary needs are maintained and then transferred to a record sheet to inform those staff who are preparing snacks, this ensures children remain healthy.

Children's health within the setting is supported appropriately by staff who have a suitable knowledge of the provision's health and hygiene procedures. For example, children learn about why they must wash their hands before eating. Furthermore, the sound hygiene procedures maintained enable children to be cared for in an environment that reduces the risk of infection. They are protected from infection as children do not attend if they are unwell with a contagious illness.

Children have opportunities to engage in activities which help develop their physical skills, as there are regular walks within the locality or they access a secure outdoor area. Children are developing control over their bodies as they jump, run, skip and use the bats and balls. Children are developing their fine motor skills, as they use a range of tools appropriately and safely. For example, paintbrushes, pencils, rolling pins, cutters and scissors which assists their early writing skills and develops good hand eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected from possible abuse or neglect. Staff have a clear understanding of the local safeguarding children procedures, along with their own policies and procedures. They are aware of the reporting procedures to follow if abuse is suspected, and the necessary documentation is in place to support their practice. Staff have familiarised themselves with the settings policy, this ensures the safety of the children in their care. In addition, those adults who have not undergone checks do not have unsupervised access to the children.

Children benefit from the welcoming surroundings as staff greet them and their parents warmly, helping children to feel secure and content. They are able to move confidently around the setting and make choices about their play from the available resources. The setting is suitably equipped with appropriate furniture and resources that are safe, clean and well maintained.

Children move freely around the environment as staff are vigilant in ensuring risks and hazards are minimised. For example, risk assessments are carried out on a daily basis. This ensures all areas used by children are safe and free from potential hazards. Clear fire evacuation procedures are in place and regular drills are carried out, fire fighting equipment is in place and exits clearly identified and kept free of obstructions. This ensures children and staff can leave the premises safely in the event of an emergency.

Children are kept safe when on outings as they are well supervised by staff who are vigilant about their safety. The children are beginning to learn how to keep themselves safe. For example, whilst out walking discussions take place with the children about how to keep safe when crossing

the road. Furthermore, the children learn this through a fun way as a song has been devised about road safety which the children are familiar with.

Helping children achieve well and enjoy what they do

The provision is good.

Most children arrive happy and eager to participate. Those children who are a little upset upon arrival are helped to settle by staff, who are sensitive towards their individual needs and parents are encouraged to help to settle the child. Close and caring relationships increase the children's sense of trust and develop a strong sense of self.

Children are engaged throughout their time within the setting, they play happily with each other and children are encouraged to share and take turns. Children are becoming independent as they choose from a range of resources that are suitably organised, easily accessible and enjoyed by children such as sand and water play, and a selection of creative activities. They benefit from resources that are stimulating, challenging and age appropriate in order to extend children's learning and enjoyment. However, due to the organisation of the morning, children's free flow play and level of engagement is interrupted for circle time.

NURSERY EDUCATION:

The quality of teaching and learning is good. Children are motivated and engaged through a good range of stimulating, interesting and relevant activities related to their needs. They have access to a good selection of resources, which support their learning across all six areas.

Staff have a sound understanding of the Foundation Stage, and are developing their skills and knowledge through relevant training. Staff observe and record children's progress to help them identify the next steps for their individual learning. They use effective questioning techniques to help children think and listen to the children and respond appropriately. Planning is evolving, but it does not currently take into account the different needs of the children. For instance, there is no differentiation between the less or more able children or those children with special educational needs.

Children learn to count through a range of practical activities, such as counting the number of children present at circle time, some of the more able children count confidently and many can count beyond ten in familiar context. Children are learning about shape and size as they discuss big and small during creative activities involving making play dough and corn flour.

Children are developing their communication skills as there are opportunities for children to listen to stories which they enjoy and to write for a variety of purposes. For example, the children used the note pads in the shop to write receipts and shopping lists. However, they have too few experiences where they can explore sound, words and letters.

Helping children make a positive contribution

The provision is good.

Children's behaviour is managed in a sensitive and calm manner. Staff respect the children's individual needs using appropriate methods that take account of the child's age and understanding. This positive approach influences the children's behaviour, which is calm and relaxed. Children receive lots of praise and encouragement for their efforts and achievements,

which improves their self esteem and confidence. This positive approach fosters children's spiritual, moral, social and cultural development.

Children with English as an additional language are well supported by staff who speak a variety of languages, this ensure the children feel comfortable and valued. The setting has a sufficient understanding of the needs of children with learning difficulties and work with the local authority to ensure the needs of the children are met. There is a Special Educational Needs Co-ordinator present and written policies are in place to support practice. The setting is welcoming and children attend from a variety of ethnic backgrounds. Staff provide activities and resources that positively represent the children who attend as well as the wider community. This helps children to develop a positive image of themselves and others.

The partnership with parents and carers is good. Staff have established effective communications with parents both verbal and written. For example, staff verbally exchange information with parents about their child's day at the end of the session. In addition, a detailed prospectus is in place which informs parents of the six areas of learning in relation to the Foundation Stage curriculum and information about funding for three and four year olds.

Organisation

The organisation is good.

Leadership and management for nursery education is good. The manager has a clear understanding of the early learning goals and supports the staff team to implement this effectively within the setting. The manager is keen to develop staff's knowledge and skills to benefit the children by accessing training courses. For example, staff have already had some in-house training on the Early Years Foundation Stage. The staff team is well established, with the most of the staff having been in post for several years. As a result, the staff work effectively as a team and the day runs smoothly for the children.

Over half the staff working directly with children hold a recognised childcare qualification. Staff are well deployed ensuring that children are well supported in activities and clear policies and procedures ensure children's safety. The manager works directly with the children and provides a good role model to staff. In addition, the setting is working with the local authority in order to improve the quality of care and education for the children.

The setting regularly shares information with parents to keep them informed about their child. This contributes to the continuity in the children's care. All of the legal documents required by Ofsted are in place. The nursery policies and procedures are used effectively to promote the well-being and safety of the children. The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

At the time of the last inspection actions were raised in relation to the accident and attendance records which were not being correctly used and stored on the premises. The setting has now achieved these actions, improving the safety of the children and working relations with the parents. In addition, a recommendation was set around extending the programme for nursery education in all six areas to ensure all aspects are covered. The setting are working well to ensure that this recommendation is being met to ensure positive outcomes for children.

Complaints since the last inspection

Since 1 April 2004 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.

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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 further the registered person should take account of the following recommendation(s):

- ensure the routine allows sufficient time for children to become purposefully involved in their chosen activities and play (also applies to nursery education)

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 planning takes account of the different needs of the children in attendance and incorporates opportunities for children to explore sounds, words and letters
- make improvements as indicated in the care section above.

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