

Hornsey-Ridge Playgroup

Inspection report for early years provision

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| Unique Reference Number | EY350704 |
| Inspection date | 13 June 2008 |
| Inspector | Catherine Greene |
| Setting Address | Falkland Centre, Frobisher Road, London, N8 0QS |
| Telephone number | 07886 483 015 |
| E-mail | |
| Registered person | Hornsey-Ridge 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 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?

Hornsey Ridge Playgroup operates a sessional care provision during term time, Monday to Friday 09:00 to 12:45. The provision registered in 2007 and is run by a voluntary organisation in the London borough of Haringey. They operate from the premises of North Haringey Primary school. The provision has sole use of two group rooms. They also have access to an enclosed outside play area. A maximum of 20 children may attend the playgroup at any one time. There are currently 20 children on roll. The playgroup employs three staff and one manager all of whom are suitably qualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted, they are nurtured and cared for in a clean and well maintained playgroup room. The room is ventilated and warm and staff make extra effort to ensure the standard of hygiene within the premises is maintained. The floors throughout the room and

kitchen have been deep cleaned. There is a separate cupboard used to store children's lunch boxes with ice packs contained within. Staff follow very good procedures to prevent the spread of infection, to protect children and encourage them to take positive steps to promote their health and independence. However, there are no doors on individual cubicles in the children's toilets, which provides no privacy for them.

Staff are supported by the clear and effective policies and procedures to manage accidents and first aid and to administer medication. Staff have first aid certificates and consent forms are in place for children to receive medical advice or treatment in an emergency. First aid boxes are checked regularly to ensure contents are appropriate and in date.

Children enjoy fresh air and physical activities each day as the children freely use the outside area for a set time during the session. Children negotiate space as they manoeuvre bikes around the garden and climb and balance on equipment. They take turns jumping from hoop to hoop developing their co-ordination in an adult led physical activity. Children respond very well to the attention they receive for their efforts as they use their new skills and become independent. The outdoor curriculum is currently being reviewed to ensure activities meet areas of learning throughout the year and that challenging opportunities are provided for the more able children. Children have many opportunities to develop their fine motor skills as they pick up and fit together play materials, complete puzzles and use pencils and scissors.

Children's awareness of healthy eating is encouraged well through healthy snacks of fresh fruit and regular drinks being provided. Snack time is very well planned and children are supported by staff in gaining independence. They choose and help serve their own fruit and pour their own drinks. They sit comfortably in a group and talk to each other while they eat. A member of staff is close by to help with cutting and reminds children to chew their food properly.

Playgroup staff have a good understanding of the benefits of healthy eating and they promote this well together with parents. Visits from people in the community such as a dentist have been inspirational in promoting the good work already under way, raising healthy awareness. Staff are aware of which children have allergies and these children are catered for in a sensitive way to ensure that they remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Safety is promoted inside the playgroup's well maintained and secure room. Children are able to move around comfortably and freely as space is organised with their needs in mind. However, the doors to the group room require risk assessing to safeguard against fingers being trapped.

The group room is welcoming, safe and secure and children are closely supervised by staff. Children's art work and photographs are used to make the environment interesting and welcoming. This contributes to the children's sense of self worth and a feeling of being valued. Equipment, furniture and play materials are safe and well maintained, enabling children to play and use them safely. Children are able to help themselves to equipment stored at their level, and play with materials and equipment set out on tables and the floor. They have space to play, look at books, eat their lunch and move around safely. Staff are aware of the evacuation procedure and safe points for assembly, children become familiar and are not disturbed by fire drills being carried out regularly and efficiently.

Children from a mixed age range participate in all activities. Children are grouped appropriately with staff sitting at children's level. Staff know the children very well, they are aware of the children's individual ability and this enables them to plan activities accordingly.

All visitors are monitored on and off of the premises, they are also required to sign the visitors' record book. Children's welfare is protected by clear procedures and staff's knowledge and awareness of child protection issues, where to seek advice and the procedure to follow if they have concerns. However, the policy does not currently contain details of local safeguarding children's boards.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very well into the session and are confident in the routine. They quickly join in on the activities being offered and interact very well with their peers, building positive relationships with them. Independence is promoted well as children are able to use the skills they develop in play in real life situations. There is lots of opportunity to make their own choices during play. Children settling into the playgroup are reassured by sensitive and caring staff, they are able to make choices about the activities they choose and move independently around the room. The room is set up to promote all areas of learning and children have independent access to all of the toys, resources and materials. Children enjoy exciting learning opportunities as they play in and outdoors. They have close relationships with staff, especially their individual key person who is responsible for coordinating and monitoring their care and development.

The manager has a sound understanding of how to provide a thorough curriculum. This is demonstrated by the organisation and presentation of activities, experiences and play materials to the children. Children are supported well in their learning through good interaction with staff. Language, questioning and praise are used to encourage children's learning as they play. Children's development is recorded well and used to identify when children need support. All children are offered the same learning opportunities whether or not they are in receipt of funding for early years education. They are offered sensitive support from staff to help them to achieve tasks and they are stimulated by the range of activities accessible to them.

Children respond excitedly to a wide range of creative activities. They read to each other unprompted and delight in exploring paint, sand and water play. Children acquire new knowledge and skills through the good range of physical and creative activities staff provide. Their enjoyment increases under staff's encouragement and participation in some activities. Children respond very well to the praise and are secure with the staff's close attention, responding and sitting at their level.

Nursery education

The quality of teaching and learning is good. Planning is clearly organised and available for inspection. Examples shown indicate that planning is carried out in advance and consistently displayed to inform staff and volunteers. Plans identify learning intentions and the evaluations are informative. This makes a successful system to assess children's learning towards the Foundation Stage early learning goals. Staff maintain a record of the children's progress through observations and individual assessment books. They give very good attention and support to the children. Staff are very motivated and enthusiastic, they work well as a team and enjoy the time they spend with the children.

Children benefit from being supported well in completing activities such as collage, mixing colours and discussing the process with staff. They instigate imaginative play in the home area and confidently include others in their play. Their language is encouraged well by staff answering questions and talking about what they are doing. Children concentrate well during activities such as painting and enjoy listening to stories and handling books. They are beginning to understand the world in which they live. The manager and staff are very resourceful and creative. Children enjoy outings to places of significance such as the mosque and benefit from visitors to the playgroup, including a representative from the Geffrye museum. During this visit children were able to work creatively and produce their wonderful flowerpot people. Children are inquisitive about the natural world; they enjoy studying mini beasts and exploring changes both indoors and outdoors. As a consequence children learn to respect and care for the natural things around them.

During a focused activity children use numbers confidently, they follow visual clues and count out loud as a group, holding up their fingers to count the teddies and cards. They calculate how many teddies they need and how many are left. They have opportunities to explore shape, texture and volume when playing with water or making play dough, weighing and measuring dry and cooked pasta and beans. There are opportunities for children to learn about new technology through imagined or real experiences with a computer and programmable toys and imaginary props such as telephones and calculators in their office area.

Children mark make using a range of materials such as pencils, paints and felt tip pens, they are learning to recognise their names by looking at name cards and when they sound out letters phonetically. Children are linking sounds to letters through alphabet displays, by talking about letters and how to spell names. They look at books independently, enjoy story time and listen attentively.

Helping children make a positive contribution

The provision is good.

Children are developing confidence and self-esteem. They are very happy because the staff take time to get to know them well and as a result they are able to meet their individual needs effectively. Staff respond to children's requests and give them good explanations to their questions.

Children have many opportunities to gain understanding of their own culture and that of the wider community. They are inspired to join in on celebrations during outings and trips in the local community. Photographs and displays about these varied activities assist children in recalling events. There are lots of images of different cultures and community languages around the playgroup with a range of resources that promote diversity. Children are cared for by staff who work closely with parents to meet individual needs, this ensures that any personal preferences are known and respected by staff. Staff work very well with all children learning key words in their home languages. This is fundamental in supporting children and helping to further develop their language and self-esteem.

Children with learning difficulties or disabilities attending the playgroup are supported very well. There is a policy in place and the manager and staff have suitable links with other agencies to support the children.

Children's behaviour is very good, the variety of play opportunities available each day ensures they remain stimulated and interested throughout the session. Children are learning to manage

their own behaviour as staff provide consistent boundaries and are very kind and considerate towards each other. Staff provide good role models for children by being calm and polite. Parents are able to approach the manager for advice, reassured that they will be well supported. Staff have respect for the children, this is evident in the children's behaviour and the calm relaxed atmosphere within the playgroup.

Partnership with parents is good, children's individual needs are met successfully by the playgroup staff in partnership with parents. Parents are fully included in the setting and encouraged to contribute their ideas and knowledge. Information about the curriculum is displayed alongside informative and useful information on the parents' notice board. Regular parents' meetings take place, when information about children's development is shared. Parents are very pleased with the service provided and feel information is shared well. The setting's positive approach and children's access to a range of experiences that reflect diversity fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children are very well cared for because the playgroup is well organised and the children are happy, secure and confident in their surroundings. The playgroup has the required record keeping, policies and procedures in the operational plan. Written notices are displayed to remind staff and parents to share important information that could affect the children's care. This works in practice to keep children healthy and safeguard their welfare. Staff maintain good registration procedures, ensuring all children are recorded on arrival. The playgroup uses effective recruitment procedures, which ensures staff are vetted.

Leadership and management are good. Children receiving funding for nursery education are making good progress. Their individual needs are met effectively because the manager has a very good understanding of the Foundation stage curriculum, she is very able to support staff as they continue to develop their skills and understanding. The manager is committed to providing a welcoming atmosphere where children and their families are well supported. Planning and assessment is constantly reviewed in order to ensure that systems to monitor and evaluate teaching, daily practice and staff performance are effective. Procedures are developed to ensure all aspects of the curriculum are sufficiently covered and activities are implemented and evaluated effectively. The playgroup is well resourced with a good selection of equipment and play materials and the environment is planned and equipment set out, relating to the Foundation Stage curriculum. Staff are well deployed to meet children's needs and support them in their play and learning. They have access to training to increase and update their childcare knowledge, and the nursery receives ongoing support via the local authority. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 complaint 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):

- assess the risks to children in relation to internal doors and take action to minimise these
- ensure the dignity and privacy of children by providing doors on cubicles in the toilets
- update the child protection procedure to ensure that it complies with those of the Local Safeguarding Children Board (LSCB).

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):

- continue the development of systems to record children's development, ensuring children's starting points and how they will be supported in achieving their next steps, are identified consistently (relates to care also).

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