

# Little Donnington Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY367310
<b>Inspection date</b>	18/06/2009
<b>Inspector</b>	Maria Therese Conroy
<b>Setting address</b>	Donnington Primary School, Uffington Road, LONDON, NW10 3TL
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Little Donnington Playgroup registered in 2008 and operates from Donnington Primary school in Willesden in the London borough of Brent. The playgroup is registered to care for a maximum of 22 children in the early years at any one time. The playgroup is open each week day from 09:00 to 12:00, term time only. The playgroup employs three staff, all of whom hold appropriate early years qualifications. The group is part of the early years unit within the school and shares the facilities used by the school including the outdoor play area. There are currently 31 children from age two to four years on roll.

The setting is registered on the Early Years Register.

## Overall effectiveness of the early years provision

Overall the effectiveness of the setting is satisfactory. The setting supports children in becoming settled and happy within their environment, to enable them to have the confidence to separate from parents and carers and to take part in the activities provided. The staff have a satisfactory knowledge of the Early Years Foundation Stage (EYFS) curriculum and plan activities to promote all six areas of learning. However the playgroup has yet to develop an effective process to encourage a culture of reflective practice and self-evaluation to identify the setting's priorities for development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- lead and encourage a culture of reflective practice, monitoring, self evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all
- review and update all policies and procedures to ensure they are clear, up to date and understood by all staff and that they are in line with the requirements of the EYFS
- review and improve the consents obtained from parents to cover all practices
- analyse observations to identify children's next steps for learning in order to support planning for children's individual developmental needs

To fully meet the specific requirements of the EYFS, the registered person must:

- undertake a risk assessment on the areas used by the children, the equipment and the way the activities are organised (suitable premises, environment and equipment)

13/07/2009

## **The leadership and management of the early years provision**

The manager of the playgroup has yet to develop systems which enable the group to monitor the implementation of the curriculum and the requirements of the EYFS framework. Overall the setting does not evaluate their own practice and therefore some of the procedures in place are not fully effective.

The playgroup has links with other professionals, which ensures that staff can support all children in their learning. The setting has an open door policy where parents can come and see staff at any time. A written summary of children's progress is given to parents when their child leaves, which enables them to share it with the next setting their child attends. Parents are given general information in relation to events within the school and in the playgroup, however they are not effectively informed of the curriculum their child is following.

Children are cared for and educated in a welcoming environment, which is set out to encourage them to take part in the activities. The group is very much part of the school's early years department and children interact with other children and staff from both the nursery and reception class; which gives them a sense of belonging and confidence, particularly if they are going to attend the school itself.

Risk assessments are undertaken on the building by the school, however the manager has not undertaken a risk assessment that covers anything a child comes into contact with in the areas used; for example the garden and its equipment, therefore children are not fully protected. Staff have an acceptable understanding of safeguarding procedures, however the procedures in place are not clear and they have not been updated or reviewed for some time.

## **The quality and standards of the early years provision**

Staff have a satisfactory understanding of the EYFS and are generally effective in the delivery of the curriculum. They ask some open ended questions to make children think for themselves such as when they talk about their holidays, following snack time. The staff plan with the other early years classes within the school, so they all follow a similar topic, the playgroup then uses this to plan for the ages and needs of the children who attend. The staff use observations to influence their planning, however the systems in place for observing are not fully effective as they do not include evaluating what they have seen, therefore children's next steps are not clearly identified. The staff obtain information about individual children; for example their favourite toys, which helps them to gain more of an insight of children's interests. Staff generally sit with children and support them in their learning during indoor activities, however, they provide more of a supervisory role when the children play outside.

The activities provided promote all six areas of the curriculum indoors, however it is not fully effective in the outdoor area, although this area is due to be reorganised during the summer holidays. Children's communication and language skills are promoted, they enjoy singing their favourite songs such as 'three little

monkeys swinging in the tree', they follow simple actions as they stretch their arms out to pretend to be the alligator catching the monkey. Children use the book corner during free play, they sit comfortably and take their time exploring 'lip the flap' style books. Children enjoy creating as they make patterns on the table and explore the texture of the shaving foam.

Children are well behaved because they are taught to have good manners, share, take turns and be kind to one another. Children are learning to have respect for one another and to appreciate differences; they learn about other cultures and festivals through topics such as Diwali and Christmas. Children are learning to keep themselves safe through the daily routine such as when they carry chairs from one area to another and they are taught to walk not run.

Healthy lifestyles are promoted, children have daily opportunities to play in the garden, where they climb and pedal bikes. Children are learning the reasons why they put on their sun cream and hats to ensure they are protected from the sun. Children can independently access drinking water throughout the day, although at snack time fruit is prepared and drinks are pre-poured for the children which does not fully promote their independence skills. The setting has obtained parental consent to administer first aid medical treatment; however it is not clear to parents that this may include emergency medical treatment, therefore parents are not fully informed.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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