

Green Dragon Playgroup

Inspection report for early years provision

Unique reference number	116279
Inspection date	15/10/2008
Inspector	Katie Dempster
Setting address	Community Hall, North Road, Brentford, Middlesex, TW8 0BJ
Telephone number	0208 568 4154
Email	
Type of setting	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Green Dragon Playgroup is managed by a voluntary management committee, made up of parents of children at the playgroup. It opened in 1993 and operates from the grounds of 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 09:30 to 12:00 and two afternoons from 12:30 to 15:00, term time only. The playgroup operates from a large hall with free flow access to a secure, enclosed outdoor play area. The premises are accessible to all.

There are currently 26 children on roll, all of whom are on the Early Years Register. The setting is also registered to provide care on the compulsory and voluntary parts of the Childcare Register. 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 including the manager hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children are happy, behave well and are making good progress as staff provide an interesting and varied learning and development programme. The premises are secure and safeguarding and welfare requirements are in place. The manager demonstrates a clear understanding of the setting's strengths and weaknesses and has a vision for future development. The setting promotes inclusive practice as they recognise the uniqueness of each child and value diversity. The links formed with parents, carers and outside agencies also contribute to supporting children's welfare, learning and development.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to develop their independence at snack times
- organise outdoor clothing storage to ensure it is accessible to children.

The leadership and management of the early years provision

There are good systems in place to ensure the setting runs smoothly, these include suitable policies and procedures which work well in practice. All the required legal

documentation is in place. Suitably qualified and vetted staff are deployed effectively to support children's needs. For example, children are closely supervised as they enjoy the benefits of the free flow environment between the well resourced and accessible indoor and outdoor environment. In addition, staff carry out daily safety checks and undertake regular risk assessments to ensure children remain safe within the setting.

The manager works alongside staff in supportive manner. She uses a range of effective systems to monitor staff's quality of teaching. For example, dedicated 'talk time' sessions are used to observe staff using open ended questioning, theme enforcement, visual aids and voice control as they interact with children. This is reflected in the positive interaction staff have with the children in their care. The setting demonstrates the capacity to make necessary improvements as recommendations and actions raised at the last inspection have been addressed. For example, a focus on group time activities has been successful in ensuring children receive more individual attention.

Staff ensure all children are valued within the setting and work together to create an inclusive environment. They ensure children can make choices from a range of suitable resources and activities. However, children are not fully able to develop their self help skills as their outdoor clothing is stored at an inaccessible level.

Parents speak positively about the setting and comment their children are happy, secure and making good progress. The setting communicates with parents in various ways, including newsletters, information boards and committee involvement. Clear and easy to follow information regarding the service and education programme is readily available. The setting works closely with outside agencies to ensure the individual needs of children are met.

The quality and standards of the early years provision

Staff work well as a team ensuring children are well cared for in a vibrant and friendly environment. Children are being well supported by warm, caring adults who communicate effectively with them. The key worker system ensures children's individual achievements and next steps in their learning are identified. Regular observations are recorded and used to inform planning. Children's individual profiles are attractively presented and easily understood. These are used to identify targets and shared with parents to demonstrate how their children are progressing.

The team ensure child-led activities are being promoted which results in children being independent and active in their own learning. All staff have a sound knowledge of the Early Years Foundation Stage and implement this well within the setting. Children have fun as they explore the safe and secure outside play area. They are able to negotiate space as they wheel buggies around cones and hoops. The road safety signs support children in learning how to stay safe. They recognise road safety as they stop on their bikes to allow other children to walk on the pretend zebra crossing. Children are able to recognise number and sequence as they sort and count the sea creatures and participate in other counting games. During focussed activities with staff, children make their own story books. They

discuss the different components which make a book and have regular opportunities to mark make. This helps children make good progress in their communication, language and literacy skills.

Children can access drinking water throughout the session and receive healthy snacks. However, food is pre-prepared by staff which reduces opportunities for children to develop their independence. Children display positive behaviour, playing well together. They share and take turns in the home corner as they negotiate roles as builders and waiters. Children respond quickly to the bell which signals it is time to tidy up, this helps children learn how to take responsibility. Children show respect for one another as they listen to each other's stories from home. They have access to a range of resources which positively reflect diversity in the community.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.