

# Rosemary Gardens Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY365176
<b>Inspection date</b>	18/11/2008
<b>Inspector</b>	Liz Corr
<b>Setting address</b>	Rosemary Gardens, Southgate Road, London, N1 3JR
<b>Telephone number</b>	020 73543587
<b>Email</b>	
<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 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).

## **Description of the setting**

Rosemary Gardens Playgroup is run by a management committee. It originally opened in 1995 but was re-registered to provide all day care in 2008. It operates from a purpose built setting situated in a small park in the N1 area of the London borough of Islington on the borders of Hackney. Children access one main room, a small room, bathroom and enclosed outdoor space. A maximum of 24 children may attend the setting at any one time and there are currently 19 children on roll. The provider is registered on the Early Years Register. The playgroup is open each weekday from 09.00 to 15:00 during term time only. Four members of staff work at the setting, two of whom work part-time. Three staff hold recognised early years qualifications and one is working towards a suitable qualification. The setting receives training and support from the local authority Early Years department.

## **Overall effectiveness of the early years provision**

Children are well cared for by an established staff team. Positive partnerships with parents, the local school and support agencies within the local authority have been developed which helps to promote children's individual needs. Children are generally safe and secure as staff follow appropriate procedures and supervise the children effectively. Staff get to know the children well and this helps to promote an inclusive service including support for children with English as an additional language. Staff plan a varied curriculum for children to help them make progress towards the early learning goals.

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

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

- continue to develop the quality of teaching through conversations and questions to extend children's thinking, vocabulary and understanding with particular regard to their safety and behaviour
- identify children's initial starting points and continue to develop systems for recording their individual progress, ensure parents are regularly informed of children's progress in order to continue their learning at home
- promote a healthy eating policy which is shared with parents and ensure fresh drinking water facilities are available at all times
- improve the organisation of children's written developmental records to ensure they are easily accessible at all times

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

- improve systems for informing parents of the complaints procedure and keep a record of complaints and any subsequent action taken (documentation)

02/12/2008

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

The playgroup is generally well led and managed. The staff work in support of each other and contribute ideas and share tasks and responsibilities. They make good use of training opportunities to increase their knowledge and enhance their practice. The manager has a clear understanding of the strengths and weaknesses of the setting, but has not developed formal strategies to self evaluate the service. They are currently working with the early years department in the local authority to further secure their planning and records of children's progress. Currently the systems for completing these records are not well organised as there is no time set aside for staff to complete assessment records at the setting. Consequently, records are taken home which means some records are not easily accessible. Secure partnerships have been developed with outside agencies including the local primary school and services supporting children with learning difficulties and/or disabilities. This helps to promote a smooth transition from nursery to school and contributes towards providing for children's individual needs and promoting inclusion to a satisfactory level.

The manager has a sound awareness of her responsibility for safeguarding children's welfare. Appropriate risk assessments are in place for activities at the setting and for outings. An effective child protection procedure is understood by staff and shared with parents. Consequently, parents are aware of the settings responsibility for safeguarding children's welfare. Appropriate systems are in place for staff to regularly update their first aid certificates. Furthermore, accident reports are signed by parents. Secure recording systems ensure that children's daily times of attendance are well recorded. Staff develop positive relationships with parents and collate useful information about children's individual needs at the start of the placement. However, the procedure for dealing with complaints is not easily accessible to parents and systems for recording complaints are not secure.

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

Children enjoy their time at the setting, they are familiar with the daily routine and confidently approach staff when they need help or assistance. They are increasing their independence as they wash their hands after creative activities and help themselves to a change of activity or add more play equipment to their games. They move freely around the setting choosing to be involved in organised or self-selected activities. They are learning to share and take turns as staff organise access to the sand tray by ensuring that each child has a turn. During outdoor play they negotiate the use of more popular equipment as they offer these to children who are waiting. Children generally behave well and listen to staff's guidance. During circle time children learn about keeping safe as staff ask children why it is important to sit still while they eat their apple. However, staff do not always take advantage of further opportunities to develop children's understanding of managing their safety and behaviour. As a result they do not always have the opportunity to think through the consequences of their actions.

Staff have a sound knowledge of the Early Years Foundation Stage. They plan for

children's learning through organised themes which are built upon with a wide range of activities. Staff get to know the children well as they have developed positive relationships with their parents. Appropriate information is recorded in order to meet children's individual needs. However, there are no systems for recording children's starting points to assess their initial progress at the setting. Children's progress is assessed and recorded however, this is not shared with parents on a regular basis. Consequently parents are not fully involved in their children's learning.

The children enthusiastically join in with familiar songs and action rhymes during circle time. They discuss with staff what the weather is like as they look up at the window, when they are all agreed they sing a song about the rain to represent today's weather. Children learn to recognise their names as staff hold name cards when it is their turn to play in the sand. Older children recognise letters from the alphabet which are displayed around the setting. Children benefit from the recently developed quiet area which is used for small group work and story sessions. This area is well equipped with books and posters to support their understanding of numbers, space and shapes.

Staff engage the children in discussions during activities, they are excited as they realise their art work will be used as wrapping paper for part of their current theme. Staff talk about the colours and the shapes and guide them when they are unsure. However, the use of questioning to encourage children's thinking, vocabulary and understanding is not fully promoted.

Children's health and welfare is promoted to a satisfactory level. They benefit from regular opportunities for outdoor play as they balance, cycle, run and jump outdoors. Indoor physical play sessions include dancing to music and practising physical skills with hoola hoops. They are provided with healthy snacks during the session however, their health has not been fully promoted at meal times as there are no guidelines for parents for providing healthy packed lunches. A fresh drinking water machine is available to help children stay hydrated. However, alternative drinking water is not organised when this has run out. Children enjoy regularly accessing the hand washing facilities however, they are sometimes unable to access the soap dispenser when it becomes blocked.

## 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

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](http://www.ofsted.gov.uk)

## **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 registration.

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.