

# Playfield Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY369098
<b>Inspection date</b>	22/09/2008
<b>Inspector</b>	Caren Carpenter
<b>Setting address</b>	St Alphage Church Hall, Playfield Road, EDGWARE, Middlesex, HA8 0DF
<b>Telephone number</b>	0208 203 7134
<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).

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

Playfield Nursery is privately owned and was registered in 2008. It operates from St Alphage Church Hall which is located within the London borough of Barnet. There are no steps to access the setting. There is a secure enclosed garden for outdoor play.

The nursery is registered for a maximum of 26 children at any one time. There are currently 17 children on roll, aged from two years to under five years. The setting is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The setting supports children with English as an additional language and children with learning difficulties and/or disabilities. The group is open each week day during school terms from 09.15 to 12.15.

The group employs six members of staff including the manager, of whom three hold early years qualifications. The setting receives support from the Early Years Childcare Partnership and are members of the Pre-School Learning Alliance.

## Overall effectiveness of the early years provision

Children are happy and settled because staff know their individual needs well. The group is well resourced to enable children to enjoy a range of play experiences. However, staff lack knowledge of the Early Years Foundation Stage and also the ability to plan effectively to enable children to make appropriate progress in their learning and development.

The group works effectively in partnership with parents, particularly with those whose children need additional support. Although parents are provided with some written information about how the setting operates, they do not receive any about the Early Years Foundation Stage to enable them to support their child's learning at home. The manager has systems in place to identify key strengths and areas for improvement within her provision.

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

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

- ensure all staff gain up-to-date knowledge and understanding of the Local Safeguarding Children Board procedure and are aware of the procedure to follow in the event of an allegation of abuse being made against a staff member
- improve hand washing facilities for children to prevent the risk of cross infection between them
- promote children's independence by enabling them to prepare and serve their snacks and drinks
- continue to develop and evaluate planning of the educational programme to

effectively support and promote children's individual learning, particularly in relation to communication language and literacy, knowledge and understanding of the world and creative development. Ensure it includes suitable challenges for the older and more able children

- ensure all staff gain secure knowledge and understanding of the Early Years Foundation Stage to enable children to make appropriate progress, taking account of their individual capabilities and starting point
- ensure parents are provided with written information about the Early Years Foundation Stage and are given the opportunity to contribute towards the planning for the next step in their children's learning.

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

Robust recruitment procedures are in place to ensure that all adults working with the children are suitable to do so. Although, there are clear policies and procedures in place to protect children from harm, not all the staff have secure knowledge of the procedure to follow if an allegation of abuse is made against them.

Staff are managed effectively in relation to the children's well-being and safety. The manager has a good overview of the work of the staff and holds regular team meetings to support staff to gain further knowledge, which will help children work towards making progress in their learning and development.

Children play safely, both indoors and out. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. The security systems in place ensure that intruders cannot gain entry unseen and children are collected by named persons only.

Staff ensure that parents provide detailed written information about their children's individual needs including any disabilities, learning difficulties or cultural and linguistic requirements. The setting generally works well in partnership with parents and is proactive in identifying any additional help required for the child and seeks appropriate support from other agencies to ensure that each child benefits from a positive experience.

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

The setting provides a stimulating, happy, secure and safe environment, where children feel sufficiently confident to make choices from the play equipment available to them. However, their independence is not promoted at snack times. For example, staff prepare the fruits each day and serve it to the children along with their drinks. Children do not have the opportunity to help prepare the fruits and pour their own drinks. Staff ensure that all snacks are healthy, nutritious and support children's individual dietary needs.

Staff undertake observations of the children, but they do not use the information to inform the planning of the curriculum. Although, planning is carried out and covers the six areas of learning, staff do not have secure knowledge of the Early Years

Foundation Stage. As a result they do not deliver a broad curriculum to enable children to make good progress considering their capabilities and starting points. Children engage in a range of appropriate activities, however, staff do not extend their learning by providing suitable challenges for the older and more able children. In addition, activities are not evaluated to ensure that the learning intentions are achieved.

Generally, children's health is well promoted. However, there is a risk of cross infection between children as they share a towel to dry their hands before snacks and after using the toilet.

Children's behaviour is good because they are engaged in meaningful activities. Staff manage unwanted behaviour using age appropriate methods. Staff are good role models and consequently children are learning to share, take turns and are considerate to each other.

Children are content to play by themselves and in small groups both indoors and out. They initiate their own imaginative games and enjoy recalling past events prompted by photographs of themselves displayed on the wall. Children's mathematical development is supported by staff during the daily routine, for example, counting the number of children at registration. Communication, language and literacy is less well promoted because children have few opportunities to practise writing skills as the necessary resources, such as pens, pencils and paper are not available to them on a daily basis.

Although children enjoy engaging in a variety of imaginative activities, such as role play, they have less opportunity to communicate their creativity in relation to design and construction. They do not have free access to a variety of collage materials to enable them to express their own ideas. In addition, information and communication technology is not available to them consequently children are not learning how to operate simple equipment or its use and function.

Children enjoy their time at the setting, where staff treat them with care and kindness. This promotes their self esteem and helps them to settle.

## 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

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

### Leadership and management

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

### Quality and standards

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

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 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 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.