

High Cross Playgroup

Inspection report for early years provision

Unique reference number	140419
Inspection date	12/03/2009
Inspector	Jennifer Liverpool
Setting address	High Cross Church, John Williams Hall, Colsterworth Rd,, LONDON, N15 4BN
Telephone number	(0208) 808-0575
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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).

Description of the setting

Highcross Playgroup opened in 1982. It operates from a church hall in the Tottenham area within the London borough of Haringey. There is a fully enclosed garden for outside play. The playgroup opens each weekday for two sessions from 09.30 to 12.00 and 13.00 to 16.00 during school term times.

The playgroup is registered on the Early Years Register. A maximum of 24 children may attend at any one time. There are currently 38 children aged from two to under five years on roll, some in part-time places. The playgroup supports children who speak English as an additional language.

The playgroup employs four members of staff who work directly with the children. Three hold early years qualifications and one is currently training towards an early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are making sound progress towards the early learning goals, because suitable provision is made for children's learning and development. Staff encourage all children to participate in a range of activities, thus ensuring that they all have equal opportunities to enjoy and achieve. Positive working relationships with parents enables them to contribute to their children's learning at home. Children are safeguarded because staff have a secure understanding of the procedures required to protect them from harm and provide effective systems to keep children safe. Not all of the requirements are fully met; however, the management and the staff team have begun to monitor practices and are keen to improve the quality of care and education for children.

What steps need to be taken to improve provision further?

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

- make sure used hand paper towels and tissues are inaccessible to children
- ensure planned activities are adapted to help all children make the best possible progress in relation to their individual learning needs and development
- improve planning to clearly show what children are expected to learn from planned activities in order to build on and extend their knowledge and abilities
- maintain up to date written observations and assessments on all children for their continuing learning and development

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

- request written permission from parents for seeking 19/03/2009

- emergency medical advice or treatment
- ensure that the daily attendance register is maintained with all required details of arrival and departure times

20/03/2009

The leadership and management of the early years provision

The management team and staff are developing their knowledge and understanding of the Early Years Foundation Stage (EYFS) through training and the support received from local services. All of the recommendations identified at the last inspection have been dealt with. Despite there being some shortcomings in the methods used for assessments, overall, the steps taken have led to improvements in children's achievements and the procedures for promoting their welfare. The system for monitoring and evaluating practice has begun and the manager and staff are aware that this is continuous and they are committed to improving the outcomes for children.

Staff carry out regular risk assessments indoors and outdoors, during the morning and afternoon sessions, in order that all children can explore, learn and play without danger. Also, children receive good support which enables them to learn how to keep themselves safe. Clear child protection procedures promote and safeguard children's welfare within the setting. Staff organise the indoor space appropriately, allowing children to move freely from table top activities and the role-play area in the main room, to water play and creative activities in the secure hallway. The main storage facilities are located outside of the base room, which places some limitation to children being able to have full access to a wider range of resources; however, children can access the toys and equipment that are set out for them each day and staff respond to their requests for their favourite toys. Staff makes sure that all children who attend the morning and afternoon sessions have equal chances to participate in a range of activities, thus promoting inclusive practice.

Most mandatory records for the safety and well-being of children are in place, confidential and generally maintained. However, whilst one register is used to mark children's attendance, the other more detailed daily register shows that on a number of days children's arrival and departure times are not accurately maintained. The procedures for dealing with children's urgent medical treatment are recorded in the setting's brochure, though parents are not requested to give their written consent. This is a breach of the welfare requirement.

Staff and parent partnerships are a positive feature and beneficial for the children's care and learning. For example, parents are encouraged to take part in a parent's rota scheme to assist with the care of children as well as helping to facilitate activities. In addition to this, parents are given a home school book with ideas to enable them to support their children's learning at home. Parents receive daily informal feedback about their child's daily care routine and assessment records are shared with them, although there is not yet a process in place for parents to contribute to their children's assessments.

The quality and standards of the early years provision

Children are secure with staff who work closely with parents to ensure a smooth settling in period. Staff gently guides new children towards the daily routines, which helps to develop children's emotional wellbeing. Children are forming positive relationships with their peers as staff support them in sharing and taking turns during games and activities and to listen to each other when talking in large group situations. Children have opportunities to respond to a range of cultural and religious events throughout the year, for example, Eid, Black History month and Christmas. In addition to this, topics and cultural dressing up clothes and multi-racial dolls provide children with a positive outlook of themselves and the wider world. Good staff interaction helps develop children's awareness of safety within the setting. For example, children tell their peers that they are not allowed to talk to strangers who walk past the gate when playing outdoors and they know that water spills can cause trip hazards. Regular risk assessments indoors and outdoors means that children can play and explore without danger.

Children are making sound progress towards the early learning goals. This is because staff provide a range of suitable activities that encourages children to learn. For example, themes and topic work support children's understanding of their environment and the world around them. For example, children have opportunities to plant flowers and vegetables, discover different animals that live in the jungle or farm and discuss events in their lives. Whilst staff plan a varied range of activities for children and keep a record of this, it is not always clear on the plans what children are intended to learn in order that they can get the best out of these activities. Each key person is responsible for observing and monitoring the abilities and skills of an identified group of children; however, a number of profiles show that some assessments were last completed six months ago. This does not provide a clear picture of children achievements in order to fully extend their learning and development.

All children are becoming increasingly confident in recognising their names on coat pegs and when they collect their name tags for self registration. Children are encouraged to become aware of alphabet letter sounds at the beginning of their names and simple words in group activities. Writing tools and materials are readily available and children enjoy making marks. Some children can count reliably up to 10 and recognise numerals 1 to 5. Staff use a range of practical ideas to help children to use mathematical ideas to solve problems, such as, when they count how many cups they need for the children in the group. Children's imaginative and creative development is encouraged through dressing up clothes and props, painting and water and sand play.

Children receive a range of healthy snacks that includes fresh seasonal and exotic fruits, dried fruits and rice cakes. In addition to this, children are given opportunities to taste smoothies and fruit and vegetable drinks, such as carrot, celery and apple and kiwi juice. This helps children to develop a wide taste in drinks. Fresh drinking water is available to children throughout the session and they help themselves when they are thirsty. Children have access to the outdoor

play area daily. They enjoy riding tricycles, participate in ball games and run freely. All of which develop their physical skills and coordination. Children use a range of small equipment, such as, pencils, glue sticks and paint brushes, which help to promote children's fine motor skills. Children's health is adequately protected through regular cleaning routines and explanation and visual aids to help them understand the importance of good personal hygiene. However, children can access used tissues and hand paper towels in open top bins located in the base room and in the bathroom.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
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

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

Since the last inspection there have been no complaints made to Ofsted.

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.