

# Sandbrook Community Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	144643
<b>Inspection date</b>	22/04/2009
<b>Inspector</b>	Samantha Smith

<b>Setting address</b>	85 Sandbrook Road, Stoke Newington, London, N16 0SL
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<b>Type of setting</b>	Childcare on non-domestic premises
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## **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**

Sandbrook Community Playgroup Limited opened in 1978. It operates from a two storey terraced house and there is a secure outdoor play area. It is situated in Stoke Newington in the London Borough of Hackney and children come from a wide catchment area. A maximum of 16 children age three to under five years may attend each session and there are currently 30 children on roll. All receive funding for nursery education. The playgroup is open each weekday from 09:30 to 12:00 and 12:45 to 15.45 term time only. The playgroup supports children with learning difficulties and who speak English as an additional language.

The playgroup employs three staff. All hold an appropriate childcare qualification from level 2 and 3 and the manager is currently working towards an early years foundation degree. The setting is registered on the Early Years Register.

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

The overall effectiveness of the provision is good. Children are making sound progress in their learning and development. Effective written policies and procedures are in place and contribute towards the overall health and safety of the children. Sound partnerships have been established with parents and other Early Years Foundation Stage partners, and the setting is inclusive for those children who attend. The manager and staff demonstrate a sound understanding of their strengths and weaknesses and the monitoring systems are well targeted to bring about future improvements.

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

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

- review the access of Information Communication Technology
- continue to develop the observations and assessment process to ensure that all children are fully included and find ways to involve parents in their children's learning to enable them to support their children and gain a fuller understanding of the curriculum
- ensure systems for identifying children's starting points are completed consistently
- review the overall organisation of toys and resources to ensure that children have access to all resources.

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

The setting is led and managed by an enthusiastic and committed staff team, who work well together and show their dedication towards providing quality care for children. They demonstrate a sound understanding of their roles and responsibilities which are carried out consistently. Effective written policies and

documentation is in place and supports children's welfare. There is robust recruitment procedures in place that ensure staff are suitable and hold appropriate childcare qualifications for their roles. The setting has effectively evaluated its practice and has identified their areas of strengths and weaknesses, and they are currently taking steps to address identified weaknesses for improvement. Staff regularly attend training courses and use their newly acquired knowledge and skills to improve the provision and outcomes for children.

Effective partnerships have been established with parents. The setting has a committee of parents who demonstrate their willingness to support the staff and the group, and are actively involved in different aspects of the setting, such as cleaning and volunteers to run stalls at the farmers market. Information is shared between them on a regular basis, through the group emailing system and regular newsletters. However, this does not include information about children's education, though the setting are currently developing ways to improve this. Sound relationships have been established with local schools and the setting benefits from the support and regular contact they have with their local authority.

Children are safeguarded well as staff have a good working knowledge of their role in the protection of children and there are suitable procedures in place to support this. Comprehensive and robust risk assessments are in place and used effectively, this coupled with a visitor's book that is used to identify and record visitors to the setting ensures that children are safe whilst on the premises.

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

Children thoroughly enjoy their time at the setting and learning opportunities are well planned to meet their needs and takes into account their interests. Activities are fun, stimulating and worthwhile, supporting their progress towards the early learning goals. They are encouraged to become independent learners as they make choices about their play from a selection of toys and resources. Although the selection of resources is limited and some cases poorly organised.

The learning environment is thoughtfully planned to enable all children to take charge of their own play and explore freely. Staff are calm in their approach and act as good role models, supporting children's positive attitudes towards learning. They are on hand to support children whilst they direct their own play; therefore, providing a good balance of adult led and child initiated activities.

Staff demonstrate sound knowledge and understanding of the Early Years Foundation Stage and are mostly confident in supporting children in their learning and development. Planning ensures that most children enjoy and are well challenged by the learning experiences provided for them. Sensitive observations are carried out of children and these are used to form assessments and to inform future planning. However, the current system is not robust enough to ensure all children are included and as result some children are missed.

Children's health and well-being is promoted well. They know to wash their hands before eating and after using the toilet and this is reinforced through gentle

reminders that they receive from staff at appropriate times throughout the day. They are encouraged to make healthy choices from the provision of healthy snacks and drinks and they demonstrate some levels of independence as they pour their own drinks. Outdoor play features as an integral part of the day, with children enjoying a range of fun and stimulated planned experiences outside just as much as they do indoors. They are learning about creatures and living things as they take part in planting activities and learn about life cycles of animals and creatures. The use of 'Mr Fox' encourages children to learn about each other and their different family lifestyles as 'Mr Fox' spends time visiting each child home. Children's speaking skills are generally supported well through a range of different situations; talking and sharing ideas in group sessions and there are systems in place to support children who have English as an additional language. Through the use of visual aides staff learn basic words in children's home language. However, children's access to information and communication technology equipment is restricted, this is because the computer is stored upstairs and children only access the rooms upstairs at certain times throughout the day, consequently, impacting on children's knowledge and understanding, and on their future economic well-being.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### 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>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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