

Norwood Green Playgroup

Inspection report for early years provision

Unique reference number

EY391637

Inspection date

16/09/2009

Inspector

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Type of setting

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*.

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Description of the setting

Norwood Green Playgroup is run by the Governing Body of Norwood Green Infant and Nursery School. It originally opened in 1999 and was re-registered in 2009. It operates from a room within Norwood Green Infant School in the London borough of Hounslow. Children have access to a secure enclosed outdoor play area; they come from the local and wider community. A maximum of 15 children may attend the playgroup at any one time. There are currently 25 children on roll that attend for a variety of sessions. It is open each weekday from 9.00 to 11.30 during term time. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs three full-time staff and they all hold appropriate early years qualifications. The playgroup is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this very nurturing and welcoming provision. The strong emphasis on partnership with parents and others means that children's individual needs are met very effectively. Children's well-being is very important to staff who feel that if they are happy and secure they will learn and develop in their care. The provision is just starting to formally reflect on its practice.

What steps need to be taken to improve provision further?

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

- develop the system for recording children's next steps in learning to fully secure this process
- monitor and extend effective practice and ensure continued improvement, for example, through self-evaluation.

The effectiveness of leadership and management of the early years provision

This is the provision's first inspection since registering at the new premises. The effective leadership and management means that children are safeguarded. Staff have a good understanding of child protection issues and how to protect children. Children's welfare is protected because recruitment and vetting procedures are rigorous; all staff have a criminal records check. The relevant policies and procedures are in place to promote children's welfare, and two staff are trained to administer first aid in the event of an accident. There is a good range of toys, furniture and equipment to meet the varying needs of the children attending.

This small and motivated staff team are well aware of their strengths and areas for development, although the system to monitor effective practice and continued improvement is in its infancy. Continuous professional development is encouraged through attending training courses. Given the current good practice and enthusiasm of staff, the provision has a good capacity to improve in the future.

Children of all abilities and backgrounds settle successfully into this small and friendly provision because they have secure relationships with all staff, especially their key person. Staff provide good care and support, and are particularly effective in identifying the uniqueness of each child through their observations and assessments.

The staff have developed very good partnerships with others who work with the children in the provision, such as speech and language therapist, and teacher for the deaf. This early intervention along with the extra support they receive impacts very positively on children in that they are helped to access all areas of learning. Staff have the skills to use sign language with children who smile and giggle as everyone signs and sings the 'good-bye song' at the end of the day.

Children with English as an additional language make good progress, because staff speak different languages, ask parents for words in their child's first language, and use picture clues to communicate effectively. When the majority of the children leave this playgroup they move on to the school's nursery class. Staff share necessary information about the children's learning and development with nursery teachers and they arrange pre-start visits. This enables children to have a smooth transition into the nursery class.

A strong emphasis is placed on partnership with parents, which in turn benefits the children. Parents are unanimous in their support of the playgroup and are very happy with the care their children receive. They find the staff very approachable and kind. Parents are well informed about their child's progress and development; they are consulted, involved and supported every step of the way.

The quality and standards of the early years provision and outcomes for children

Children develop a good understanding of how to stay safe through themes and discussions, for instance, 'people who help us' and 'road safety'. They gain a clear understanding of right from wrong, behave very well and are keen to please staff and to help other children. Children learn about healthy lifestyles; they decide when they are hungry, wash their hands and choose an apple or banana from the fruit bowl. Children enjoy fresh air and exercise everyday as they have the option to play in or outdoors. They increase their physical skills as they crawl, balance and slide on apparatus, and they have fun steering cars and tricycles.

Staff provide a very inclusive environment where all children make progress in relation to their starting points. Children are developing an awareness of multicultural Britain as they celebrate various festivals, such as Diwali and Eid. A range of toys and resources including those that reflect disabilities help children to

appreciate difference. For example, the dolls in the home corner wear glasses and hearing aids. Children enjoy taking on responsibilities in and around the provision as they sweep the floor and tidy away the toys. They make a 'family book' which involves bringing photos from home and using them as a point of discussion in the provision. This helps children to feel at ease and builds on their self-esteem.

Staff are very secure in their knowledge and understanding of the early learning goals and they provide a broad and balanced curriculum that covers all areas of learning. Ongoing assessments are used effectively by staff to monitor children's progress and the information gathered helps them to identify the next steps for their learning. However, there is still room for improvement in recording how children will reach their next achievement. Staff are flexible in their approach to children's learning and they build on the children's current interests. Children are developing many skills for the future; they use the camera to take photos of each other which are then displayed on the digital photo frame. Access to the computer helps children to use the mouse to click and drag. They have many opportunities to practise their early writing skills both in and outdoors as they chalk and draw. Children develop their knowledge and understanding of the world in which they live as they plant seeds, and observe chicks hatching and butterflies emerging. Staff place strong emphasis on developing children's speech and language skills. Questioning is used well to develop these skills and children are encouraged to ask questions and comment about their activities. Children develop their creativity through arts and craft, and music. They enjoy dancing to Bhangara music and playing musical instruments, exploring sound, loud and soft. At story time children listen attentively, sitting on their own small cushion. Children make progress because of consistently good quality teaching and learning, which is provided by very kind and caring staff. As a result, by the time they leave they are well prepared for nursery/school.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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