

# West Green Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	140474
<b>Inspection date</b>	02/12/2009
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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

West Green Playgroup registered in 1997 and operates from a one-storey building, the Mayo Angelou Centre, in Tottenham in the London borough of Haringey. Access to the building is at ground level via a short footpath. Children have the use of a playroom, quiet room and secure outdoor play area. The playgroup is open from 9.00am until 12.00pm and from 1.00pm until 4.00pm every weekday during term time.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children between the ages of two and eight may attend the setting at any one time. Of these, no more than eight may be under three years of age. Currently there are 25 children on roll, all of whom are in the early years age group.

The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are four members of staff employed to work with the children. All staff, including the manager, hold relevant early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup provides a stimulating learning environment for children encouraging them to make good progress towards the early learning goals in all areas. Staff ensure that children's individual needs are met within an inclusive setting and promote their welfare effectively. A key strength of the provision is the flexible arrangement of the play areas, allowing children to access a variety of interesting activities. There is a good working partnership with parents and outside agencies. Staff maintain the capacity for continual improvement through a developing system of monitoring and evaluation.

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

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

- conduct a risk assessment of the premises to identify aspects of the environment that need to be checked on a regular basis and review it regularly (Suitable premises, environment and equipment) 05/02/2010
- put in place an up-to-date effective safeguarding children policy and procedure (Safeguarding and welfare) 05/02/2010
- put in place an up-to-date written procedure for dealing with concerns and complaints from parents (Safeguarding and welfare). 05/02/2010

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

- develop the system of self-evaluation in order to encourage a culture of reflective practice and highlight aspects of the practice that require further improvement
- develop the procedures for monitoring the system of observational assessment and planning to ensure that all children's learning needs are met effectively
- consider ways to improve the support available for children who speak English as an additional language.

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

The provision for children is extremely well-organised in practice and most of the required documentation is in place. There are effective procedures in place with regard to the safeguarding of children and staff know what to do if they have any concerns relating to child protection. However, the manager has not yet updated the provision's written policies to include an effective policy on safeguarding in line with the requirements of the Early Years Foundation Stage. Nor has she provided an up-to-date written complaints procedure so that parents know the correct procedure for raising any concerns.

The manager ensures that all staff working in the setting are vetted. The premises are checked routinely to ensure that the play environment is kept safe for all children. Staff take action if necessary to minimise any risks noted during their visual checks. However, they have not conducted a risk assessment of the premises to identify aspects that need regular checking and so ensure that all potential hazards to children are minimised effectively. Staff are well qualified in first aid and obtain information from parents about children's individual medical and dietary requirements so that children stay healthy in their care.

The manager has only recently been appointed, although she has worked in the setting previously. She is proactive in initiating improvements to the provision and works closely with the committee in this regard. She has introduced a system of self-evaluation and highlighted some areas for further improvement, such as documentation and resourcing. However, this system is not yet fully established so that staff continually engage in reflective practice and work towards improving the outcomes for children. Although staff use a system of observational assessment to plan for children's learning needs, the manager is not monitoring this closely to ensure that all children's learning needs are met effectively.

Staff have very good opportunities to increase their knowledge and understanding of childcare through access to training courses. The manager has introduced a system of regular appraisals to support their professional development. She deploys staff effectively during each session so that they can support and interact with children in their chosen activities. A wide range of interesting resources and

activities are made available for children, both indoors and outdoors. These are set out so as to be accessible to children of all ages and abilities. In particular staff make excellent use of a free-flow system between indoor and outdoor play areas to promote children's learning in different play situations.

Staff promote an inclusive setting where children feel valued. They receive a friendly welcome on arrival and much reassurance if upset or unsettled. Children talk about their differing cultural backgrounds and use a variety of resources that reflect diversity. Staff work closely with parents to meet children's care needs. They adopt an open-door policy and this is effective in promoting close relationships between staff and parents. As a result parents become involved in children's learning and children develop a sense of belonging. Attractive displays of photographs show parents what children have been doing at playgroup. The manager is at present working on a system of questionnaires, in different languages, to seek the views of parents. She liaises closely with other professionals, and local schools, to provide extra support for children when needed.

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

There are very good opportunities for children to explore independently and also with others. They are keen to try new activities and concentrate hard at their chosen tasks. For example, they enjoy playing music, decorating angels and doing puzzles. Staff promote children's learning through play by joining in, suggesting ideas and offering individual help. In this way children are encouraged to become active and creative learners. They benefit from being able to access a variety of activities indoors and outdoors, for example, mark-making with different tools, investigating different sounds or exploring the properties of different materials, such as sand and water. Children develop close relationships with each other, making friends as they have fun together, for instance, whilst playing with shaving foam or riding bikes. Children gain self-confidence as they make independent choices and develop good communication skills as staff engage them in conversation. At the end of each session staff make excellent use of small group times to extend children in their learning, especially in the key areas of literacy and numeracy.

Staff have a comprehensive system in place for planning focus activities based on their observations of individual children's learning. They take into account children's interests and favourite resources when planning the week's activities. This works well in offering a variety of activities covering each learning area, although the overall planning is not clearly documented. By using this system in practice staff are able to concentrate on individual children each week and extend their learning successfully, for example, developing their listening or counting skills. Staff are innovative in their resourcing, adding interest to the play environment, for example, collecting drips of water off the roof onto aluminium foil and into a measuring jug. Children have good opportunities to join in role play and use a computer to reinforce their learning. Children who speak English as an additional language are supported in their understanding of English as staff speak

clearly and demonstrate meaning. However, staff are not always encouraged to provide opportunities for children to use their home languages in play and learning.

Children learn to adopt healthy lifestyles through a good provision of healthy options. At snack times children are offered a variety of fresh fruits and vegetables. They are encouraged to be independent, and make a positive contribution to the setting, by helping to cut up the foods and serve themselves with drinks. They benefit from the social aspect of snack times, sitting in small groups with staff. They learn about good hygiene practices and enjoy the free-flow arrangement which allows them to take exercise in the fresh air whenever they wish. They feel safe in the setting and move around freely and confidently selecting play activities. Staff remind them of safety rules when necessary so that they learn to keep themselves and others safe. They learn to respect each others' needs when working together in groups. Staff intervene to help sort out disputes and explain issues carefully to children. In this way children learn to behave responsibly. Children's self-esteem is boosted when praised for their achievements.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 05/02/2010
- take action as specified in the early years section of the report (Arrangements for safeguarding children) 05/02/2010
- take action as specified in the early years section of the report (Procedures for dealing with complaints). 05/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 05/02/2010
- take action as specified in the early years section of the report (Arrangements for safeguarding children) 05/02/2010
- take action as specified in the early years section of the report (Procedures for dealing with complaints). 05/02/2010