

# Oaklands Pre-School Playgroup

Inspection report for early years provision

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EY301789

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05/10/2009

**Inspector**

Kim Mundy

**Setting address**

Northwood Methodist Church, Oaklands Gate, Northwood,  
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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**

Oaklands Pre-School Playgroup opened in 1970 and it was re-registered in 2005. The playgroup is run by a private provider. It operates from Northwood Methodist Church hall in Northwood in Middlesex. There is access to a play room, a large separate hall and outdoor area for physical exercise. The playgroup is open each weekday from 09.15am to 12.00 noon term time only.

The playgroup is registered to care for a maximum of 18 children at any one time and there are currently 23 children on roll who attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The playgroup employs four full-time staff, all of whom hold appropriate early years qualifications. It is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provision's effectiveness in helping children to learn and develop is good; staff are successful in promoting children's self-esteem and encouraging their enthusiasm for learning. A positive partnership with parents, carers and other professionals enables children's individual needs to be effectively met. Staff are keen to continuously improve the service for children and their families. They are well-organised in relation to all aspects of children's welfare and learning.

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

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

- develop the systems for monitoring and evaluating the continued quality of the provision
- obtain children's starting points from parents and develop assessment procedures; use this information to inform children's next steps for learning
- keep a record of the time actually taken to exit the premises during the fire drill.

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

Children are happy and settled in this provision. The established staff team work well together to provide a stimulating environment for the children. Children are safeguarded because staff maintain an up-to-date knowledge and understanding of child protection issues. Effective settling-in procedures ensures that children feel safe and secure. Staff place a strong emphasis on children's safety and welfare. A risk assessment is undertaken daily in and outdoors so that children are able to freely explore. The layout of the play hall enables children to move around with

ease as they help themselves to a good range of toys and resources.

This small and motivated staff team are aware of their strengths and areas for development, although the system to monitor effective practice and continued improvement is in its infancy. The recommendations set at the last inspection have been addressed which shows commitment and ability for continuous improvement.

The provision promotes inclusive practice. Boys, girls, children with special educational needs and/or disabilities and those with English as an additional language make equally good progress as staff ensure they meet their individual needs. They work closely with other professionals, such as the inclusion team, to support and extend children's learning. All staff have attended epi-pen and first aid training; they are keen to extend their knowledge and skills to benefit the children.

A key strength is the way that the provision reaches out to parents and carers. Informal day-to-day discussions, notice boards, letters and the open access policy promotes good communication systems for parents/carers. However, information about children's developmental starting points is not fully obtained from parents. Parents are unanimous in their support of the playgroup and are very happy with the care and education their children receive.

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

Children are enjoying learning and developing. Staff are secure in their knowledge and understanding of the early learning goals and provide a well balanced curriculum. Staff regularly observe the children during their play and assess their progress. However, there is still room for improvement in recording how children will reach their next achievement in all six areas of learning. The staff recognise the need to continue to develop their skills in this area.

Staff are flexible in their approach to children's learning and they build on the children's current interests. Children are busy exploring and investigating; they are making good progress in their early mark making as they draw recognisable pictures. Children begin to recognise their name on arrival and by the time they leave the setting they can write their name and hold conversations with adults and each other. Children are using their imagination as they stick with a variety of materials and explore textures, such as corn flour, sand, ice and water. They participate in weekly music and movement sessions, which expose them to action songs, rhythm and rhyme. This helps to support their social and early communication skills. Children are developing skills for the future as they find out how things work using magnifying glasses, telephones and the computer. They also enjoy using remote control cars. The curriculum is enriched by a range of visitors and activities planned to enhance their knowledge and understanding of the world, for example, through discussions with visiting police officers, dentist, vicar and nurse.

Children are developing a good understanding of a healthy lifestyle. Communal snack times and outdoor play ensures that children appreciate the importance of

good diet and exercise. They are increasing their physical skills as they crawl through the tunnel, slide and balance on the beam. Children are developing their hand-eye coordination as they roll out play dough, play musical instruments, and stick leaves on their trees. They show increasing maturity in keeping safe, for example, as they climb and ride around on tricycles without any mishaps. Children know what to do in the event of a fire because they routinely practise the evacuation procedure. However, the time actually taken to evacuate the premises is not noted in the fire drill record to improve upon this. Children are well-behaved; they respond positively to praise and encouragement by staff. A strong emphasis is placed on helping children to develop good manners, social and emotional skills, which enables them to play cooperatively together and provides a positive environment in which to continue their learning.

The diversity of cultures and ethnicity of children, parents and the local community are respected and valued. Children are developing an understanding of multicultural Britain and the beliefs of other people as they celebrate an extensive range of festivals. The staff take every opportunity to reflect the wide cultural backgrounds of the children in activities, displays and visits. Children visit other places of worship, such as a church and synagogue. Toys and resources reflect diversity and help children to develop an understanding of difference in relation to religion, culture, gender and disability.

Kind and caring staff provide a good start for the children's future learning and education. The majority of children are equipped with the appropriate skills for their age by the time they leave the provision.

## 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	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

<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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