

Bennett Court Playgroup

Inspection report for early years provision

Unique reference number EY390014
Inspection date 18/11/2009
Inspector Jennifer Liverpool

Setting address Bennett Court Social Club, Axminster Road, LONDON, N7
6BN

Telephone number 0207 263 3288

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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

Bennett Court Community Playgroup (previously known as Aubert Court playgroup) was first registered in 1994. The group moved premises in 2008 under a new registration and operates from a large hall in Bennett Court social club in Holloway area within the London borough of Islington. The group is managed by a voluntary committee made up by parents and members of the community. The setting operates during term time and opens each week day from 9.15 am to 3.00 pm.

The group is registered to care for a maximum of 20 children from two to under eight years at any one time. There are currently 16 children on roll. The setting is on the Early Years Register and the compulsory part of the Childcare Register. There are no children in the later years currently attending.

A team of four staff work with the children, all of whom hold recognised qualifications in early years child care and education. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting creates a warm and welcoming environment for children and they have a sound understanding of the procedures to safeguard and promote children's welfare. Practitioners have good knowledge of how children learn and they provide an extensive range of purposeful activities that enable all children to make good progress in their development and learning. The setting builds good relationships with parents which helps them to meet children's individual needs and provide consistent care. Tentative steps are being taken towards self-evaluation and on the whole, the setting demonstrates a commitment to improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the children's hours of attendance for the safety and management of the children (Documentation) (also applies to the compulsory part of the Childcare Register) 02/12/2009
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation) (also applies to the compulsory part of the Childcare Register) 02/12/2009

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

- update the complaints policy to include procedures for keeping records and the timescales required for dealing with complaints
- thoroughly risk assess all areas that children come into contact with and make clear who is responsible for carrying out risk assessments to fully promote children's safety
- improve observation and assessments to ensure that observational records are updated to reflect children's recent progress and clearly identify the next steps in their learning

The effectiveness of leadership and management of the early years provision

Practitioners have sound knowledge and understanding of child protection as all have attended training to keep up with regulations and duties for safeguarding children. Practitioners carry out regular risk assessments, though on occasions, practitioners overlook the toileting area for potential hazards. The record for risk assessments always show when checks are carried out, though do not always show who was responsible for carrying out the assessment. Effective daily routines and a clean and tidy environment help to maintain children's good health. There are systems in place for recruitment and vetting procedures to ensure that children are cared for by suitable people. However, on the day of the inspection, not all staff records were available for inspection. This is a breach of the welfare requirement. The maintenance of the daily attendance record is not meeting with the requirements because children's departure times are not always recorded. A range of policies and procedures guides the practitioners in their practice and a number of them have recently been updated to be in line with requirements. However, the policy for complaints is not fully clear about the methods for recording complaints and the timescale for dealing with complaints.

Practitioners have positive relationships with parents. There are daily informal opportunities to exchange information about care routines. Children's observational records are shared with parents, ensuring that parents are kept informed about their child's progress. Some parents comment about their child's enjoyment and progress at the setting. Parents are given opportunities to become involved in what practitioners plan and do for their children. For example, they assist practitioners to organise trips and they attend with their children. The management committee and manager actively encourage practitioners to undertake relevant training. This helps to develop their knowledge and support the children in the setting. The manager and practitioners are beginning to reflect on their practice and are aware of their strengths and some weaknesses. They welcome support from external agencies to help them in developing the outcomes for children.

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

Children gain confidence and security at the setting because staff are warm, friendly and work well with parents to provide settling arrangements that are tailored to children's development. Staff are sensitive to the individual needs of younger children and ensure that their intimate care needs are met. This contributes to children's health and well-being. Children benefit from playing in a spacious environment that allows them free movement and additionally, the setting's close proximity to an outdoor communal area means that children can have daily access to outdoor play. Some children know not to go near the outside gates or to pick objects off the floor when they are asked about the rules for outdoor play. This means that children are learning to keep themselves safe. Although practitioners conduct and complete daily risk assessments for indoors and outdoors, on the day of the inspection, a mirror panel was accessible and posed a risk to children in one of the toilet cubicles. Children enjoy healthy snacks and they help themselves to water when they need to. Effective daily routines and practitioners good hygiene practices contribute to children's good health.

Parents contribute to an initial assessment of their child that enables practitioners to have good knowledge of the children, enabling them to build on what children already know and can do. Practitioners observe children during free play as well as on focus activities and this information is generally used to inform planning. However, practitioners do not always identify the next steps for each child in order to ensure that they are moved on and that their learning is maximised. Also, it has been discovered that a few of the older children's observational records are not up to date. In spite of these shortcomings, children are making good progress in all areas of learning because practitioners have a good understanding of how children learn. They identify children's interests and provide opportunities that appeals to each child and every day offer purposeful activities to promote all children's learning. A suitable range of resources provide children with a positive outlook on the wider world.

Children's communication, language and literacy skills are well promoted through activities and daily routines, such as, circle time group discussions, listening games and many opportunities for mark making and early writing skills. All children are encouraged to recognise their names on placemats when sitting down for lunch. Children's knowledge and understanding of the world is developing very well. They have regular opportunities to experiment with a range of materials, such as, putting tea bags in luke warm and cold water and using their senses to explore changes to the tea bags. Written comments from children that are on wall displays highlight children's use of words to describe their observation and response to the experiences they encountered. In addition to this, children are developing skills for focused observation. Children are provided with good opportunities to build and assemble construction kits, such as, the bamboo construction. Photographic displays show groups of children handling and assembling the bamboo together. This enables children to learn to cooperate, thus forming positive relationships. There is good emphasis on developing children's awareness of mathematical language. For example, a display of different size plastic bottles is used to

reinforce children's understanding of size and measurements and to develop mathematical language to describe and compare the sizes.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
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

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory 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 02/12/2009