

Kingsgate Hall Playgroup

Inspection report for early years provision

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Inspector

Liz Corr

Setting address

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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*.

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.

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Description of the setting

Kingsgate Hall Playgroup opened in 1998 and is managed by a voluntary management committee. They receive funding from the Learning Trust. It operates from a large room in the Kingsgate Hall Community Centre in the N1 area of the London borough of Hackney. The playgroup is open each weekday from 9am to 12pm for 38 weeks of the year. Children have access to two outdoor play areas on the estate.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children from two years to under eight years may attend the setting at any one time. There are currently 14 children in the early years age group on roll. The playgroup provides funded early education for three- and four-year-olds. The nursery employs three members of staff, two of whom manage the setting. All staff hold appropriate early years qualifications. One manager is working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes an inclusive environment that is well organised and provides children with a well resourced play area. Staff know the children well and ensure their individual needs are provided for. They have developed generally good partnerships particularly with parents. The setting uses an effective system of self-evaluation, this results in a service which is committed to continuous improvement. The children are making good progress in their learning and development as staff regularly support, observe and assess their development.

What steps need to be taken to improve provision further?

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

- develop further the key person system to promote secure attachments during the settling-in period
- enhance children's good progress towards the early learning goals by obtaining information from new parents about children's learning in all areas, extending planning for more able children and fully develop partnerships

The effectiveness of leadership and management of the early years provision

The management and staff have a good awareness of their responsibility to safeguard children. An effective child protection procedure is in place and shared with parents. Staff have a secure knowledge and understanding about the procedures for protecting children. Children are cared for in a safe and secure

setting. The premises and areas used for outdoor play are risk assessed on a daily basis. However, one item for indoor physical play has not been securely risk assessed and potentially this has an impact on children's safety. Children learn how to keep safe as they practise the emergency evacuation procedure with staff. They are also reminded of risks such as running indoors and walking safely to the outdoor area.

The setting has an effective self-evaluation system which helps maintain continuous improvement. Recommendations made at the last inspection have been addressed. Management has effective systems in place for users of the service to provide feedback about their service such as, confidential suggestion boxes and periodic surveys. They plan to further improve their self-evaluation by involving all staff and parents. The staff team are committed to regularly updating their skills and childcare knowledge, two members of staff are currently updating their qualifications.

The setting provides an inclusive environment where staff record relevant information about children's individual backgrounds and needs. Children are encouraged to share their interests during group sessions such as show and tell. Consequently, staff plan activities around this. Children learn about different religions and cultures. One child showed a visitor to the setting their latest display about Sikhism and is obviously proud of their knowledge in this area. The setting has identified that inclusion is an area they wish to continue to develop.

The staff strive to establish good partnerships with parents and carers to promote effective communication for the children's welfare and learning. Parents are welcomed and are encouraged to come enter the group room and wait for their children if they are early. Children proudly introduce their friends to their carers which increases their feeling of belonging at the setting as other children get to know their families. Parents are asked about children's starting points during the settling-in period however, this information is not linked to the six areas of learning to encourage their involvement in their child's learning at the initial stages. Parents are provided with regular updates of their child's development however, formal meetings have not been organised to share the profiles and their development in the Early Years Foundation Stage. Furthermore, systems have not been organised to liaise with other providers of the Early Years Foundation Stage that may care for some of the children or will be caring for them in the future. Feedback from parents is positive, they are pleased with their children's progress and are provided with useful daily feedback about their child's day. They appreciate the approachable staff team and feel confident to discuss any matters of concern.

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

The staff have a secure knowledge and understanding of the Early Years Foundation Stage. As a result children take part in variety of activities covering the six areas of learning. Regular observations and assessments are undertaken of the children's progress. Although staff identify next steps for their development they do not always identify in their records when these have been achieved. Activities

are planned to interest and challenge children. However, planning for more able children is not as securely established and on occasions they become restless if they lose interest. Children are engaged in conversations to develop their thinking process. Children retell the story of the three little pigs as staff show them picture cards of the story. They successfully recall that the houses are made of straw, sticks and bricks. Children receive praise throughout including a child who says that one of the houses is made of chocolate. Staff agree that this does look like a chocolate house. Children are developing useful phonic skills as they participate in activities that help them learn the sounds of letters of the alphabet. One child demonstrates their knowledge of the alphabet as they recognise letters on a keyboard and link them to words they know well including, their name and mum and dad.

Children arrive happily at the setting welcoming their friends. They demonstrate a keenness to develop friendships as one child kindly shows a newer child where to get their name card from before they settle down to play together. They are generally well behaved as they receive positive feedback throughout the session. Consequently this promotes their good behaviour and self-esteem.

Children have positive relationships with the staff and their peers. The setting operates a key person system and staff know their key children very well. However, key staff have not always been allocated when children are settling-in therefore children do not always have the benefit of forming an attachment to one member of staff early on. Children learn useful independence skills as they self-select from the good supply of resources. They enjoy choosing books in a cosy area, taking part in messy play and using their imagination in the role play area. They make good use of several toy phones at the setting pretending to talk to their families. Children are developing useful skills for the future as they confidently access the computer at the setting. They use programmes to develop their understanding of shape and colours.

Children's health is promoted as they take part in daily outdoor play sessions close to the setting. Staff encourage their physical skills as they demonstrate how to throw balls and balance hoops. They are learning good hygiene skills as they wash their hands before eating and after using the toilet. Parents comment that children are continuing this practice at home where they independently wash their hands. Healthy snacks are provided each day and children have access to fresh drinking water throughout the session.

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	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

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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Annex B: the Childcare Register

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