

Grasshoppers Playgroup

Inspection report for early years provision

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Inspector Sandra Teacher

Setting address Sir Thomas Abney School, Fairholt Road, London, N16 5ED

Telephone number 0208 880 1141

Email

Type of setting Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Grasshoppers Playgroup has been established since 1973 and was re-registered at the current premises in 2005. The group is run by a management committee which includes parents and past parents. It operates from Sir Thomas Abney Primary School in Hackney and shares a room with the after school club. The group is open for five mornings a week from 8.55am to 11.30am for 39 weeks a year. There are currently 12 children aged from two years to four years on roll, of these, one child receives funding for nursery education. The setting supports a number of children who speak English as an additional language. The staff hold early years qualifications and have undertaken recent relevant training. The group receives support and a grant from the Hackney Learning Trust. There are very strong links with the host school and the local community. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision is good and there is a good capacity to improve. Staff know each child well and ensure that they successfully promote children's welfare and learning and safety. Children enjoy learning. The partnerships with parents, the school and the community are outstanding and are significant in making sure that the needs of all children are met along with good communication, language and literacy support. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the manager and staff make sure that priorities for development are identified and acted upon, resulting in provision that responds to all user needs, although this could be recorded in a more formal way.

What steps need to be taken to improve provision further?

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

- ensure there are written smoking and alcohol policies
- develop further the use of the self-evaluation process as the basis of ongoing review of practice.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given appropriate consideration. A comprehensive policy is in place and staff are clear about their roles and responsibilities regarding child protection, knowing who to report concerns to so that children are always protected. Robust recruitment, induction and appraisal procedures ensure that all adults working with the children are both suitable and well-prepared for their role. All areas used by the children are comprehensively risk assessed by the staff to

maximise the children's safety and allow them to freely explore their environment without risk. The security of the premises is excellent and procedures for arrival and departure ensure children are handed over safely to a known adult. All necessary documentation is in place, with the exception of written smoking and alcohol policies. Children undoubtedly enjoy a stimulating and child-centred environment. The good use of resources, including highly effective deployment of the staff leads to an environment that is conducive to learning and safe.

The playgroup has outstanding partnerships with parents. Parents relish that every member of staff knows their child exceptionally well and feel that the setting is tailored to meet the specific needs of their individual children. Staff's awareness of issues of equality and diversity underpin everyday practice, they form close relationships with the children and their families which enables them to know each child extremely well. The well-established key person system and effective team-work of staff contributes to the fully inclusive learning environment. Parents receive clear information about the setting and contact books for younger children, regular newsletters, notice boards, and daily verbal communication between the staff and parents ensure that they are kept fully informed. Systems to assess children's progress are very effective and the emphasis on sharing these regularly with parents positively impacts on children's care, welfare, development and learning. Links with host school are very strong and the setting is able to benefit from being adjacent to the early years unit.

The manager and staff work exceptionally well as a team and clearly understand their roles and responsibilities within the setting. The processes for managing the performance of staff and their professional development are good and staff attend ongoing training to increase their knowledge and skills. The staff are involved in the completion of their self-evaluation and future plans for the setting, but it is not yet recorded in a formal way and this is an area for improvement.

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

Children thrive in the stimulating relaxed environment that has been created for them by the dedicated and enthusiastic staff team. The children are confident, interested and motivated by the activities that are on offer. Staff are skilled at engaging children in discussion to aid their learning and development through asking questions to challenge their thinking. Trusting relationships between staff and children are evident, because staff take time to listen to children's conversations and ideas with interest and sensitivity.

The indoor and outside areas are very well-resourced. Children enjoy learning and have fun as seen when children and staff dressed up as pirates and enjoyed riding on the pirate ship. Children thoroughly enjoy using the outside area and they make good progress in learning new skills. Children are confident communicators they initiate conversations with each other and adults. They talk about the things they like to do and ask staff to join in their play, for example, one child asked, 'Would you like to be a chef with me?' They excitedly engage in pizza making stating, 'We used three different coloured cheeses.' showing their good language skills. Children demonstrate good literacy skills as they sit attentively enjoying stories, joining in by repeating familiar phrases and listening to new vocabulary that is

introduced. Children are introduced to problem solving and mathematical language through routine and planned activities, such as, talking about size, shape and colour as they prepared fruit for snack time. The playgroup prepares children well for their future education.

Staff have a good knowledge of the Early Years Foundation Stage learning and development requirements and provide stimulating, age appropriate and exciting everyday activities that motivate and inspire the children. Children's achievements and observations of them at play are recorded in their profile books. These records are used to identify the next steps in their learning for individual children and are also used effectively to plan future learning activities.

Children are aware of healthy lifestyles. They play outside each day enjoying the benefits of fresh air and physical activity to develop and promote their large motor skills and co-ordination. Children know to wash their hands at appropriate times and are independent in their self-care skills, such as, blowing their own nose and disposing of the tissue themselves. Drinking water is available at all times and children enjoy preparing and eating a range of healthy snacks.

The children show they feel safe as they move around confidently and are able to communicate their thoughts and feelings knowing that the staff will respond positively to them. Children are very well-behaved and know what is expected of them because boundaries are consistently and kindly applied by staff. They delight in the praise and encouragement they receive from staff which builds their self-esteem and confidence further.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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

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