

Pandora Community Playgroup

Inspection report for early years provision

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Inspector

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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

Pandora Community Playgroup registered in 1996. It operates from a community hall in Edmonton in the London Borough of Enfield. Access to the hall is at ground level, via steps or ramps. Children have the use of two indoor play areas and a secure outdoor play area. The playgroup is open every weekday during term time from 9.00am until 3.00pm, except Thursday when it is open from 9.00am until 12.00pm.

The playgroup is registered on the Early Years Register. A maximum of 30 children may attend the setting at any one time. Currently there are 48 children in the early years age group on roll. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. A total of six staff are employed to work with the children. All staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup offers a welcoming and stimulating provision for children. Staff promote children's welfare and learning effectively and consequently children make good progress towards the early learning goals. A key strength of the setting is staff's inclusive approach, leading to a relaxed atmosphere in which children thrive. There is a good working partnership with parents and carers. Staff are keen to maintain the high quality of the provision through continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation in order to encourage a culture of reflective practice across all aspects of the provision.

The effectiveness of leadership and management of the early years provision

The playgroup is well organised and the documentation provides a good framework for staff's practice. There are appropriate procedures in place to ensure that children are safeguarded while at the setting. Staff carry out regular risk assessments of each area of the premises, noting any required actions in order to continually minimise potential risks to children. All adults are made aware of children's individual health or dietary needs and their medical records are well maintained. The manager ensures that staff are suitable to work with children and they know what to do if having any concerns regarding child protection.

Staff work efficiently as a team. They are competent in organising activities and

group times according to the daily routine. They make good use of the available space to offer a variety of activities, including a selection of equipment for physical play. Staff are well deployed and consequently able to interact effectively with children to promote their learning through play. They are always attentive to children's needs, offering support to individual children, as and when required. Their flexible and caring approach helps all children to feel valued and included, thereby developing a real sense of belonging within the setting.

Staff work closely with parents and carers, providing information about the playgroup's policies and procedures, and also each week's planned activities. Staff keep parents up to date by displaying notices and sending out newsletters and text messages. Parents are encouraged to become involved in children's learning as staff create attractive 'memory books' which illustrate children's progress whilst at the setting. The playgroup has good links with local schools and summary reports are sent out for each child in order to maintain a continuity of learning. Staff meet regularly with other early years providers and liaise with other professionals to support children with special educational needs.

The manager has introduced a system of self-evaluation to encourage staff to work towards the ongoing improvement of the provision. She takes into account the views of staff and parents, although has not yet fully established the system in order to encourage reflection in all areas of staff's practice. Staff are committed to developing their own knowledge and understanding of childcare and attend a variety of training courses linked to the Early Years Foundation Stage. Since the previous inspection the premises have been refurbished, resulting in a safer and more attractive environment for children. The manager has relevant plans for the future, such as the further development of the outdoor play area, so that she can continually improve the outcomes for all children.

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

Children enjoy good opportunities to explore, for example, scooping and sieving sand or pushing trains around a track. Staff encourage active play as they join in with children, suggesting ideas and asking questions. In this way children are able to follow up their own interests and often become engrossed in their play. They gain self-confidence and develop close relationships with others, chatting happily together as they play. Their attitude and behaviour are excellent. They respond positively to staff, and enjoy much praise, which boosts their self-esteem, helping them to develop a sense of ownership within the setting. They join in organised activities enthusiastically, listen attentively, help with tidying up and preparing snacks. Staff encourage them to negotiate with others and share fairly. Children enjoy the freedom to make their own decisions during the day and benefit from the social aspect of lunchtimes as they sit and eat together.

Staff use a comprehensive system of observation and planning to move individual children on in their learning. They record their observations of children's learning and use these to plan activities to meet children's learning needs. Their planning is based on themes, which helps to add interest and focus children's learning.

Children therefore acquire and develop skills for the future, such as early reading, writing and numeracy skills. They learn to use language in different ways, to recognise numerals, sort colours and compare shapes. They have fun retelling stories and singing songs at circle times. Staff encourage children to find out about different materials, and living things, and to notice changes. There are opportunities for children to express their own ideas as they draw, paint, cut and stick creatively. Children who speak English as an additional language receive good support and quickly develop new language skills.

Children feel secure in the setting as there are various safety measures in place and staff supervise them closely at all times. Children are reminded to move carefully around the hall. They develop personal independence as they access the play activities, toilets and cloakroom. On outings to the park children wear high visibility jackets and walk sensibly. Staff take the opportunity to ensure children are aware of road safety. Children especially enjoy these outings as they have plenty of time to explore the playground equipment or run around with balls. They are encouraged to adopt healthy eating habits through the provision of a variety of snacks, for example, toast, fruit and pasta. They have easy access to drinking water so that they do not become dehydrated. Staff organise indoor activities which encourage children to practise and develop physical skills in a fun way, for instance, balancing, climbing and aiming. Children learn about diversity as they find out about different cultures in a wider world.

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	1
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	1
The extent to which children develop skills for the future	2

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