



Seven Sisters Playgroup

Inspection report for early years provision

Unique Reference Number 140454

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Inspector Gabrielle Pollock

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Registered person Seven Sisters Playgroup

Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Seven Sisters Playgroup is run by Seven Sisters Playgroup, an organisation, which is managed by a committee. It registered in 1998 and operates from a within a leisure centre in the London borough of Haringey. It has access to a large hall, office and kitchenette area with a large enclosed outside area.

The playgroup opens each weekday from 09:00 to 12:30 and 13:30 to 17:00, 38 weeks of the year.

There are currently 48 children from 2 to under 5 years on roll. Including 20 funded 3-year-olds. The setting currently supports children for whom English is an additional language.

Six staff members including the manager work with the children, three of whom hold early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children follow good personal hygiene routines, helping to prevent the spread of infection and some of the older children independently wash their hands before eating their snack or after using the toilet. They are cared for in an environment where standards of hygiene and cleanliness are satisfactory.

Staff have first aid training and as a result, they are able to ensure that children receive appropriate medical care when necessary. Records are maintained of any accidents and are shared with parents.

Children learn about healthy eating as they make choices from a selection of fruits at snack time. Children are given a choice of juice or water during snack-time, however water is not freely accessible to children at any other time during the session.

Children enjoy an adequate range of play opportunities and experiences that promote their physical well being and development, for example action songs and dancing to music. They climb on and over play equipment confidently. Children use tools such as crayons or paintbrushes to draw and paint and use their hands when manipulating wet cereal to further develop fine physical skills. All children are able to be active or have quiet times according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children move safely and confidently around their environment, making their own choices about their play. Space is organised appropriately to allow children opportunities to be active, engage in table top and floor activities and to enjoy opportunities to relax and share books in the book area or sit and play with sensory equipment, although some of the play materials are not developmentally age appropriate.

Children access an adequate range of play equipment and resources, some of which is presented at a low level in wooden storage containers.

Children learn to take responsibility for keeping themselves safe and learn about potential dangers as staff explain safe practices to children and supervise the children whilst they are playing. Implementation of risk assessments and removal of

most hazards, further ensures children's safety.

Staff have a satisfactory understanding of child protection issues and are aware of procedures to follow should they be concerned about a child in their care, thus protecting children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Settled children come into the setting happily and confidently. Some attempts are made by staff to comfort children if they are upset and parents are contacted to collect children if they are too distressed. The atmosphere is calm and children settle quite quickly to their chosen activity. Staff sit with the children at designated activities, talking to them. For example when playing with wet cereal, staff talk about how it smells, feels and tastes. This helps children to settle and become familiar with the routine and encourages caring relationships between staff and the children.

Most children are progressing because staff use their understanding of children's development, to provide satisfactory quality care and learning experiences.

Staff know children well and talk to them about their family and what they have been doing at home. This interaction, and the implementation of a key worker system, helps to secure relationships between children and staff developing a sense of trust.

Children enjoy opportunities to express imagination through role-play or when free painting on the easel and experience a range of media and materials encouraging them to explore, for example through playing with jelly or making papier-mâché piggy banks.

Nursery education

The quality of teaching and learning is satisfactory. Children make progress because staff have an understanding of how children learn and know the children in their care well. However, staff lack an understanding of appropriate teaching methods during some activities and children do not benefit from a programme that is planned to take account of their individual needs or capabilities. As a result, during some activities they become restless and quickly lose interest.

Children's observations and developmental assessments are not sufficiently evaluated so it is difficult to establish exactly what children are learning. Planning does not fully cover all areas of the children's learning, resulting in gaps in the curriculum. The learning environment is limited in its opportunities to extend and enhance children's learning or to sustain their interests.

The children's attitude towards learning is satisfactory. They are able to concentrate at the more developmentally appropriate self-chosen activities such as the computer and are quite skilled at using the mouse.

Children count confidently and understand one to one correspondence. However

staff do not develop children's awareness of comparisons of numbers; addition and subtraction during everyday activities, which restricts children's learning.

Children talk freely about what activity they are doing and interact with each other; they negotiate and take turns, for example when waiting for a computer. They sit together and listen happily at story-time and are confident to ask staff questions and share their views.

The nursery routine provides children with opportunities to engage in physical activities and explore creativity through music and movement. They learn about themselves and the wider community through discussion and topic work such as Black History Month and Chinese New Year. Children learn about the effect the weather has on our planet, for example at circle-time when staff talk about changes during Spring and the flowers needing the sun and rain to grow.

Helping children make a positive contribution

The provision is satisfactory.

Children have good levels of confidence and self-esteem. They value themselves and one another. For example they are concerned that one of their friends will be cold when they go outside as they don't have a hat. Children are learning about diversity through positive play materials that are provided and the involvement in celebrations or activities of religious or cultural festivals for example Black History Month or Chinese New Year. This helps them to understand and value the similarities and differences between themselves and others. Children with special needs are welcomed and staff work closely with parents and the local authority's special educational needs co-ordinator for support and advice. Children for whom English is an additional language are supported as staff learn keywords such as 'toilet' in the child's own language, to help them with settling in.

Children are generally well behaved. Staffs use of positive language and sensitive interaction, helps children to learn to manage their own behaviour. Strategies such as offering explanations as to why certain behaviour is unacceptable and praising and recognising children's efforts encourage them to develop their self esteem and form positive attitudes, for example giving children stickers for tidying up well. They are learning to negotiate, take turns and share play materials. This ensures children's spiritual, moral, social and cultural development is fostered.

Generally the individual needs of all children who attend are met, as staff exchange information with parents, of children's activities and care, through daily discussions and more formal meetings, where children's progress is discussed and a report is shared with parents. Relationships with parents are friendly and they are welcomed into the group to settle their children. Policies for the group are available to parents. This contributes to consistencies in the children's care. On the day of inspection parents expressed how happy they are with the service provided. The partnership with parents of children who receive nursery education is satisfactory. Children's progress is monitored by staff, however, parents are not involved in their children's assessments nor receive information about their next steps for development, which affects opportunities for them to fully contribute to their child's learning.

Organisation

The organisation is satisfactory.

The registered person uses appropriate recruitment procedures, which ensure that staff are appropriately qualified, vetted and experienced. Staff attend training to update their knowledge and understanding of good childcare practices and are aware of improvements they need to make.

Ratios of staff to children are met and the space is organised to allow children to access activities set out.

Most records are in place and confidentially maintained. However the medication system does not include parental signature and there is no complaints record, which compromises children's welfare.

Leadership and management is satisfactory. Management use staff meetings and general discussions to monitor the curriculum and the impact on children's progress. Management are currently aware of the areas that need improvement.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection the group were asked to improve staff knowledge and understanding of how to effectively support children with their activities and improve the accessibility of the book area; develop awareness of responsibilities regarding notification of infectious and communicable diseases and include staff hours of attendance on the register and parents countersignatures on accident records and retain records for the time period required. Staff now sit with the children at designated activities; the book area has been made more accessible through changing the position of the book shelf. The manager is aware of her responsibility in notifying the regulating body of any infectious and communicable diseases and records include staff hours and parents signature on each entry in the accident record. By addressing these issues the setting have improved children's learning experiences and welfare.

The previous nursery education inspection recommended that the group build upon the formats used when planning. For example, when planning the theme, state what children are expected to learn relating to the early learning goals and stepping stones. Ensure that the weekly theme of colour, shape, letter and number is fully included in activities and at circle time. Implement the assessment proforma to provide an overview of the progress children are making towards each early learning goal; enrich the graphics and craft area by providing a wider range of materials and tools for children, to choose to create and design some of their own pictures and models. The setting have addressed the planning issue in part, however it is not consistently applied and has been raised again at this inspection. Graphics and design materials are now more accessible to children.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- plan and provide activities that are developmentally appropriate and stimulating for all children present taking into account their individual needs and capabilities, for example by using the Birth to three framework
- keep a record of complaints relating to the national standards and any action taken and ensure the written record of medicines given to children includes all necessary detail

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase staff knowledge of the Curriculum guidance for the foundation stage in order that they can plan and provide a rich learning environment that creates more varied learning opportunities for all children and improves quality of teaching
- improve opportunities to build on children's knowledge to compare and use numbers to problem solve
- provide appropriate information for parents regarding the Curriculum for the foundation stage, detailing what children will learn and how they can support children's learning at home

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