



Mole on the Hill Playgroup

Inspection report for early years provision

Unique Reference Number	144626
Inspection date	22 February 2006
Inspector	Moreen Johnson
Setting Address	Stamford Hill Estate Community Centre, 110 Stamford Hill, London, N16 6RZ
Telephone number	020 8806 0215
E-mail	
Registered person	Mole on the Hill 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 inadequate - enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Mole on the Hill Playgroup registered in November 1991. The group is run by a management committee. It operates from a large community hall in Stamford Hill in the London borough of Hackney. The group opens 5 days per week, term time only. Opening hours are from 09.30 to 12.00 and 12.00 to 14.30.

There are currently 16 children aged from 2 years to 4 years on roll. Of these 6 children receive funding for nursery education. The group currently supports a small number of children with special educational needs. They also support a number of children who speak English as an additional language.

The nursery employs three staff, two of whom hold appropriate early years qualifications. The manager does not hold an appropriate qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children are protected from illness and infection because staff follow the required procedures when children become sick and are involved in accidents. Staff are also aware of the relevant agencies to notify regarding serious health matters. However there is no system in place for recording medication.

Children are developing an understanding of good hygiene practices and they benefit from being cared for in a well maintained premises. Children are encouraged to wash their hands before eating and after using the toilets and are given explanations about the harmful effects of germs.

Children's health needs are not met well, they are not offered food and drinks for long periods. However, staff do promote healthy eating by inviting speakers into the setting to talk to children about how to stay healthy.

Children have satisfactory opportunities to engage in physical play and have access to an adequate range of resources, they enjoy running, kicking, climbing and balancing in the garden. Children do not receive sufficient support from staff during outdoor play, staff do not engage in children's play or give explanations about what is happening around them.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in a clean, bright and well maintained premises, in which they have ample space to move around safely. The outside play area is well equipped and safe and there is good storage facilities.

Children do not have access to a suitable range of resources that provide them with sufficient stimulating and challenge. Resources are not organised well, the book area is uninviting and is rarely used by children. The home corner is under resourced, with few dressing items and cooking accessories which are not easily accessible to children. There is a limited selection of resources that reflect diversity.

Children are cared for in a generally safe environment. Daily risk assessments are carried out and staff are always on hand to ensure that children do not leave the

premises unsupervised. Children are protected well from intruders because the entrance to the hall is kept locked throughout the session and staff closely supervise children's arrival and departure. Most areas meet with requirements with the exception of the hall, as several electrical sockets were not fitted with safety covers.

Children are well protected by staff who have a good understanding of how to implement the setting's child protection policies, which are in line with the Pan London guidance.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children are welcomed into the setting and are encouraged to separate from their parents and join in activities. However, during the inspection children wander around aimlessly for most of the time and show little interest in the resources available to them; the activities are not stimulating and do not present sufficient challenge.

Children under three years are not encouraged to develop due to practitioners' limited understanding of the Birth to Three Matters framework and how to use it to plan appropriate activities to improve children's achievements.

Nursery Education

The quality of teaching and learning is poor. Children are making insufficient progress towards most of the early learning goals, they are making satisfactory progress in creative development and knowledge and understanding of the world. Staff have a limited knowledge and understanding of the Foundation Stage and are not clear about how they can support children's progress. The systems for carrying out observations and assessments is poor; observations are infrequent and assessments are rarely done. Staff have little understanding of how to plan activities to support children to move to the next stage of their learning. Staff do not always manage behaviour in a positive manner; when they intervene to resolve disputes they do not give children explanations about why their behaviour is unacceptable.

Children are not encouraged to develop their communication skills, as staff do not engage in meaningful conversations with children. There was little talking during the session except when staff gave children instructions to line up to go out to play or to sit down for snack. Children have satisfactory opportunities to develop their writing skills and they enjoy painting, drawing and confidently used crayons, but received limited support from staff. Children's reading skills are not promoted well, the reading area is uninviting and is not used by the majority of the children. When children show an interest in books staff do not always respond positively either by not engaging with the children or by insisting that the child finish reading one book before moving on another.

Children are encouraged to develop a sense of belonging, on arrival staff encourage children to separate from their carers and join in activities. Children are not developing an understanding of right and wrong and have many disputes with each other. Children are not given sufficient opportunities to develop their independence,

they freely choose activities but staff put on children's coats before they go out to play and put on their aprons during the painting activity. At snack time children are not encouraged to develop their self help skills.

Children are learning how to count, whilst constructing with bricks they confidently count up to five as they build a tower. Children are given insufficient support to develop an understanding of measurement whilst engaging in the sand activity; and when they play with a vehicle they were not encouraged to group objects and compare and to solve number problems in order to develop an understanding of early calculation.

Children are learning about themselves and other people in the community, they enjoy looking at the display of photographs of themselves and their family. They are making links with other members of their community, such as, when the dietician and the dentist visit to talk about their jobs. Children use some everyday technology, for example, many children confidently use a telephone in the home corner.

Children participate in regular singing sessions and use musical instruments twice a week. Children have too few opportunities to engage in meaningful role-play because the home corner is under-resourced. Children are not encouraged to share their ideas or to talk about their experiences at snack and circle time.

Helping children make a positive contribution

The provision is inadequate.

Children's individual needs are not met well because staff do not promote equal opportunities well. Staff are attentive to children when they arrive and leave, but during the session children receive insufficient support and challenge. Children's own background and family structures are valued. Children have access to a limited selection of resources that reflect diversity, which means that children are not encouraged to develop a positive attitude about the different people in their community.

Children's self-esteem is not fostered well because staff do not give them good individual attention and do not always encourage children to be independent. Children are not developing an understanding of right and wrong; as a result they are involved in many disputes with each other. This means that children's spiritual, moral, social and cultural development is not fostered.

Partnership with parents is inadequate, staff are friendly and welcoming to parents and provide them with basic information about their children's progress and letters to advise them of events. There are no formal systems in place to provide parents with information about the setting or about children's progress in the six areas of learning. Children's individual needs are not met well because staff do not promote equal opportunities well. Staff are attentive to children when they arrive and leave, but during the session children receive insufficient support and challenge. Children's own background and family structures are valued. Children have access to a limited selection of resources that reflect diversity, which means that children are not

encouraged to develop a positive attitude about the different people in their community.

Children's self-esteem is not fostered well because staff do not give them good individual attention and do not always encourage children to be independent. Children are not developing an understanding of right and wrong; as a result they are involved in many disputes with each other. This means that children's spiritual, moral, social and cultural development is not fostered.

Partnership with parents is inadequate, staff are friendly and welcoming to parents and provide them with basic information about their children's progress and letters to advise them of events. There are no formal systems in place to provide parents with information about the setting or about children's progress in the six areas of learning.

Organisation

The organisation is inadequate.

Staff provide children with adequate supervision which ensure that they are kept safe. Most policies and procedures are in place with the exception of complaints procedure, sick children policy and a system for recording medication. Records are securely locked away.

Leadership and management is inadequate. The setting does not have a rigorous recruitment procedure in place and new staff do not undergo induction. The setting has not notified Ofsted of the change of manager and has not ensured that the manager is appropriately qualified. The manager is currently undertaking an NVQ 2, and there are no plans for her to undertake a further relevant qualification. The setting does not meet the needs of the range of children for whom they provides care.

Improvements since the last inspection

The setting has made little improvement since the last inspection. They have complied with some of the actions made at the last inspection and now ensure that staff supervise children so that they are not placed at risk. Staff also ensure that the required records are kept regarding children's dietary needs and hours of attendance.

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 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 inadequate - enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop staff knowledge and understanding of the foundation stage and how to implement a rigorous systems for planning, observation and assessments.
- ensure that procedures for managing behaviour are understood and implemented by staff and shared with parents and children
- improve the partnerships between staff and parents

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk