



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 140474

DfES Number: 532619

INSPECTION DETAILS

Inspection Date 24/02/2004
Inspector Name Asia Islam

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name West Green Playgroup
Setting Address Keston Centre, Keston Road
TOTTENHAM
London
N17 6PW

REGISTERED PROVIDER DETAILS

Name The Committee of The West Green Playgroup 1032801

ORGANISATION DETAILS

Name The West Green Playgroup
Address Keston Centre
Keston Road
London
N17 6PW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

West Green Playgroup has been registered since 1997. It is a voluntary, management run organisation. The group is situated in a quiet residential area, near Downhills Park and within walking distance from the local shops in Philip Lane. It operates within a purpose built building (the Mayo Angelou Centre) which consists of a parents/carers room, an adult toilet accessible to wheelchair users, a kitchen, a staff room/office, staff toilet area, two play areas, two children toilet areas and an enclosed outside play area.

The group currently have 51 children on the roll, attending various sessions. This includes 13 children with English as an additional language, 24 funded 3 year olds and 2 funded 4 year olds. The playgroup opens five days a week during school term times. Sessions last from 09.00 to 12.00 and from 13.00 to 16.00.

There are four full time staff working with the children (including the supervisor) and a parent/volunteer on rota to meet staffing ratio's for two year olds. They all have suitable childcare qualifications and experience. The supervisor of the playgroup is working towards her Cache level 3 childcare qualification. The setting receives support from the Early Years Partnership.

How good is the Day Care?

West Green Playgroup provides good care for children. Staff organise space to offer children and parents a warm and welcoming environment. The staff work well as a team and have developed good relationships with the children. There is a good range of indoor and outdoor play resources, including resources that reflect positive images of diversity for children under five. Most documents, plans of activities and children's observations are in place. There are limited records available on children's progress. The attendance register, child protection and complaint procedures lack some details.

Staff promote children's safety, health and hygiene in their daily routines. They understand the importance of respecting children's individual dietary needs. Staff

have a good awareness and understanding of child protection issues and children with special needs.

Children have access to a good range of resources to stimulate their all round development and learning. They make choices about play and learning. Children are happy, confident and secure. Children behave and respond well to staff guidance most of the time. There is a weakness in the management of children's behaviour during the circle and snack time.

Staff have good understanding of the positive ways to develop and maintain good relationships with parents. Staff verbally share children's progress with the parents.

What has improved since the last inspection?

The condition set at the last inspection was for the management committee (chair) to complete DC2 forms and CRB checks. This has been met. This ensures the organisation notifies Ofsted of relevant individuals and their roles and initiates required checks to ensure the group is managed by suitable providers.

What is being done well?

- Staff ensure that the space and play resources are clean and that the environment is warm and welcoming to both children and parents. Resources support children's comfortable and free play. Children are secure and confident.
- Staff promote children's safety, health and hygiene awareness appropriately. Ensuring the safety of children in the kitchen during cooking activities and when playing outdoors. They encourage children to wash hands at appropriate times.
- Staff understand the importance of valuing children's individual needs in play and learning. There is a wide range of resources to provide opportunities for developing children's creative, mathematical thinking, language and physical development. Children interested in play.
- Staff have appropriate awareness of the early learning goals and encourage children's free play. Children choose activities and resources that are of interest to them. Children happy and relaxed in play. They play well with each other.
- Staff display children's activity plans and verbally share children's daily progress with the parents.

What needs to be improved?

- written procedures for lost and uncollected children
- the maintenance and written detail of the daily attendance register
- the staff's awareness and understanding of effective ways to manage

children's behaviour, taking into account their age and stage of development

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Maintain the daily attendance register with all required details of arrival and departure times.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their ages and stages of development
14	Develop written procedures for uncollected and lost children, and ensure the child protection and complaint procedures include the necessary details

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

West Green Playgroup offers good quality provision which help children to make generally good progress towards the Early Learning Goals. Children are making very good progress in physical and creative development. The quality of teaching is generally good. Most staff have a sound understanding of the early learning goals and knowledge of the stepping stones, they attend ongoing training. Staff plan a wide range of activities to make learning fun for the children. There is a very good range of resources. The children are highly involved with the activities and are motivated to learn. There are at times insufficient challenges for more able children in some areas of learning and lack of detailed plans does not always ensure resources are being used effectively to extend children learning. Staff do observe and assess children's learning, but these not being used effectively to help children move onto the next step. Staff have good relationships with children. They take time to help children to understand the consequences of their behaviour and respect and care for each other. However there are times when children are bored and restless as time is not being used effectively.

There is a special needs coordinator and a clear procedure in place for supporting children with special needs. They offer support for children with English as an additional language.

Leadership and management is generally good. Staff work well as a team, they meet regularly and communicate well. They are committed to improving the quality of learning for the children, but the procedure in place to monitor and evaluate activities is mostly informal and not documented for future use

Partnerships with parents is generally good. They are kept informed of events and parent/carer rota is supported reasonably well. However there are no opportunity for parents to receive formal ongoing information throughout the year about their child's progress, or to contribute to their child's assessments.

What is being done well?

- Children have good opportunities to express themselves through a variety of activities such as role play, painting, collage. There are good opportunities to explore colour and texture. Children enjoyed making, cooking and eating pancakes.
- A key strength is the opportunity children have for regular outdoor activities to develop their physical skills. Children are confident movers. They are developing good climbing and balancing skills.
- Children's personal independence is fostered well. Children are confident and keen to try new activities. They show developing care and concern for each

other.

- Staff question children effectively and introduce children to new words to extend their thinking. As a result children use language well in their role play and are confident to speak in a familiar group.

What needs to be improved?

- the observation and assessments this information is used to inform curriculum planning for the next steps of children learning, and the sharing of assessments with parents so comments from them about their child's progress and development outside the playgroup is included
- the planning so that it indicates what children are intended to learn, the role of the adult and how each activity can be adapted and modified for children's learning needs
- the opportunities for more able children to solve practical maths problems and to develop calculation skills
- the opportunities for children to write for different purposes in their play, to begin to link sounds to letters and to make more use of the book corner
- the opportunities and support for children to develop their understanding of information communication technology.

What has improved since the last inspection?

The setting has made very good progress since their last Inspection

At the last Inspection the setting had 4 Key Issues

Key Issue 1

Ensure planning includes information about how the needs of children with English as an additional language are to be addressed.

The playgroup have introduced visual stories using puppets, and musical instrument at circle time. They use sounds to indicate tidy up time and story time. Dual language books, posters, labels are available. Parents are asked to translate certain words for staff and are invited into the circle time to sing in their home language. A speech and language therapist supports the playgroup weekly.

Key Issue 2

Ensure there are more resources, particularly books and displays which reflect a range of languages, especially represented by children within the group.

Children now have access to a wide range of multi cultural books, dual language books and equipment

Key Issue 3

Make more use of displays in order to promote children recognition of their names.

Children now have plenty of opportunity to recognise their names through name on their pegs, name cards, birthday chart, large print on children's work

Key Issue 4

Provide more resources and planned activities to promote children balancing skills.

Children now have plenty of opportunities and equipment to develop their balancing skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They are forming good relationships with each other, they show concern for each other. Children's personal independence is fostered well. They are highly involved in activities, they are motivated and excited to learn. They are learning about other cultures and beliefs. Staff help children understand the needs of others, children are well behaved most of the time, however there were times when they were bored and restless.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in this area. Staff question children effectively and offer children new language to extend their thinking, as a result children use language well in their role play, they confident to speak in a familiar group. Children are beginning to recognise and write their own name. They enjoy stories. However the book corner is under used and children are not given sufficient support to write for different purposes in their play and to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. Children can count up to 10 and beyond. Some children can write up to 10. Staff have provided very good practical opportunities to help children understand shapes, as a result children show a good awareness of shape, colour and size. Children are beginning to identify patterns. However there are missed opportunities for more able children to begin to solve practical maths problems and to begin to add and subtract.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in this area. Children have opportunities to learn about living things, they are confident in exploring with magnifying glasses. They are beginning to learn about people in the community through doctor and optician topics. Children build and construct using different materials and practical activities. Children are introduced to other cultures through the celebration of festivals. Information and communication technology is not well supported by staff.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area. They are confident movers, and show good co-ordination. The daily use of outdoor space and permanent indoor equipment give children good opportunities to run, climb, slide, balance, jump, throw and kick which promote these skills effectively. Staff support children well and provide lots of opportunities for children to develop large and small motor skills, as a result children very confident in this area.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area. Children make up their own stories in the role play area and make very good use of the resources. Children explore textures, colours. They express their ideas freely through a good range of activities such as musical instruments, singing, free painting, collage, puppets and role play. Children's own art work is displayed well.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Key Issue 1
- Improve the observation and assessments systems to ensure these records are used to inform curriculum planning for the next steps of children learning, and share assessments with parents so their comments about their child's progress and development outside the playgroup are included.
- Key Issue 2
- Improve planning by indicating what children are intended to learn, the role of the adult and how activities can be adapted and modified for children's differing learning needs.
- Key Issue 3
- Provide more opportunities for more able children to solve practical maths problems and to begin to develop calculation skills.
- Key Issue 4
- Improve the opportunities for children to write for different purposes in their play, to begin to link sounds to letters and use the book corner.
- Key Issue 5
- Provide more opportunities and support for children to develop their understanding of information communication technology.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.