



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 147646

DfES Number: 517960

### INSPECTION DETAILS

Inspection Date	29/03/2004
Inspector Name	Pauline Nazarkardeh

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	West Hendon Opportunity Play Group
Setting Address	St. John's Church Algernon Road Hendon London NW4 3PX

### REGISTERED PROVIDER DETAILS

Name	The Committee of West Hendon Opportunity Play Group 1030746
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### ORGANISATION DETAILS

Name	West Hendon Opportunity Play Group
Address	The Vestry, St Johns Church Algernon Road Hendon London NW4 3PX

## 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 Hendon Opportunity Playgroup occupies a church hall in West Hendon, a densely populated area in the London borough of Barnet with a socially and culturally diverse population. A committee comprised of parents oversees the group.

It opened in 1979 and aims to enhance the development and education of children under statutory school age in a parent-involving, community based group. The playgroup is partly funded by the local authority and serves the local community.

The children attending are aged from two to five years of age. Opening hours are 9.30 a.m. to 12.00 noon from Monday to Friday during school term times, although not all children attend for five sessions a week. There are currently 15 children on roll. This includes five funded three-year-olds and one-funded four-year-olds. The setting currently supports children with special needs, and who speak English as an additional language.

Four staff currently work with the children. Two of the staff have early years qualifications to NVQ level 3. Two staff are currently unqualified. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

West Hendon Opportunity provides satisfactory care for children. The premises used provide a warm and welcoming environment and there is adequate space with specific activity areas created within the hall. When the weather permits, children are able to use a small garden area. There is a new staff team at the playgroup.

The staff have an understanding of how to provide a safe environment for children. There are systems in place to ensure the safe arrival and departure of children, and to record their arrival and departure. There is a statement regarding child protection, and the manager has identified that training in this area is needed.

The range and quality of activities offered is good. The staff show a good knowledge of individual children's interests and stages of development. They provide interesting opportunities for children to develop and learn, however resources provided to support children who speak English, as an additional language are limited. Children's independence and respect for each other is encouraged.

Parents are provided with written information about the playgroup in the form of policies and procedures. However many of these policies are out of date and some do not have all the required information. Staff spend time exchanging information with parents about their children each day.

Documentation is well organised with established systems in place to record and hold written records. The system in place to inform Ofsted of staff changes, and the groups vetting procedures are not effective. The information needed from parents to provide care, which meets each child's individual needs, is in place.

#### **What has improved since the last inspection?**

N/A

#### **What is being done well?**

- Staff have good relationships with the children, they take time to get to know them and listen to what they have to say.
- Parent's involvement is good and they take an interest in what their child is doing at the playgroup.
- Behaviour is managed in a positive way, appropriate to the situation, and there is consistency in staffs approach.
- The systems in place for the identification and support for children with Special Needs is very good.

#### **What needs to be improved?**

- the procedure for vetting of new staff and informing Ofsted of staff changes
- the written documentation, including procedure for lost children, child protection; should an allegation be made against a member of staff and the role of the regulator for complaints
- resources to support children with English as a second language
- the ongoing training and qualifications of staff.

#### **Outcome of the inspection**

Satisfactory

## 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 must take the following actions by the date shown

Std	Action	Date
1	ensure that there are effective procedures in place for checking that staff are suitably vetted to work with children	01/04/2004

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

Std	Recommendation
2	develop an action plan that sets out how staff training and qualification requirements will be met
2	develop the procedure for dealing with a lost child to the uncollected child policy.
5	provide a suitable range of resources, in order to meet the needs of children who speak English as an additional language
12	make available to parents a written statement that provides details of how to contact the regulator if they have a complaint
13	have a trained member of staff who has responsibility for child protection issues

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

### How effective is the nursery education?

West Hendon Opportunity playgroup provides a friendly, welcoming environment where children make generally good progress towards the early learning goals. Children make very good progress in the areas of physical and creative development. Generally good progress is made in the areas of personal, social and emotional development, mathematical development and communication, language and literacy. There are significant weaknesses in knowledge and understanding of the world.

There are weaknesses in the quality of teaching. Staff plan topics for children, however they are not clear of the learning intentions. There are too few records of children's progress, and next steps in children's learning are not being identified and included in activity plans.

Leadership and management show significant weaknesses. Although the play leader is aware of some of the settings weaknesses there are no effective systems in place to address these issues. Staff are keen to develop their knowledge and skills and have planned training to address their weakness in curriculum planning.

The group works well with parents. They are given written information about the provision and are kept up to date through the use of a newsletter. Parents play an active part in the day to day running of the group and they appreciate the care and commitment of the staff.

### What is being done well?

- The Pre-School provides a welcoming and stimulating environment, interaction between the staff and children is very good and encourages children to participate well in the activities.
- There is consistency in behaviour management and children's behaviour is very good, children listen well and contribute to discussions with confidence.
- Parents have opportunities to exchange information about their children's progress with staff, they are encouraged to be involved in their children's learning and are informed of topics and activities.

### What needs to be improved?

- staff's knowledge of the Foundation Stage Curriculum
- the systems to observe and assess children's development, and to plan an appropriate curriculum.
- opportunities for children to be more independent and to self select equipment.

- the range and quality of books for information
- opportunities for children to write as part of their play.
- opportunities for children to develop mathematical language and to engage in problem solving and calculations.
- the curriculum for Knowledge and understanding of the world

**What has improved since the last inspection?**

There has been generally good improvements since the last inspection. The key issues identified at the last inspection in relation to making musical instruments accessible to children has been addressed. However there has been a drop in the quality of the curriculum provided as all the staff with Foundation Stage experience have left the group.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in this area is generally good. Children participate in activities with enthusiasm. They are able to express their feelings they show an understanding about how others might feel. The children relate well to each other and to adults. They are able to wait and to take turns. There are missed opportunities for children to develop their independence and no opportunities to self select equipment and to develop their own ideas.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The children are making generally good progress in this area of learning. They contribute their ideas and share their experiences. Children enjoy stories and use book independently however they can not access books for information. Many children recognise their own names and those of other children. The children are encouraged to develop their knowledge of letter formation however they have too few opportunities to write as part of their play.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in mathematical development. They are learning to count through a range of practical activities. Children have opportunities to create patterns and to follow sequences. There are missed opportunities to introduce children mathematical language and to engage in problem solving and calculations. They are learning to recognise written numbers and there are many visual examples displayed.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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There are significant weaknesses in this area of learning. Children talk about themselves and remember past events. There are limited opportunities to discover how and why things happen or to explore their local environment. Children have opportunities to build with a range of construction equipment and their creations are valued. There are too few opportunities in the activities provided for children to learn about every day technology.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in the area of physical development is very good. Children have limited access to outdoor play but indoor resources are well planned. They are able to negotiate space and can move with confidence and agility. Children use the wide range small equipment with confidence and control. They are learning how to care for themselves and are able to wash and dress themselves. Through topic work they are learning to understand the importance of staying healthy.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
The children are making very good progress in the area of creative development. They are able to participate in a wide variety of activities and to use a range of resources to explore colour, texture, and shape. The children have good opportunities to listen to, and respond to music and they use musical instruments on a regular basis. Children's role-play is imaginative in the role play areas, in their story time and through drama workshops.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## 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 Issues
- Develop staff's knowledge of the Foundation Stage Curriculum in order to put in place an effective system to observe and assess children's development, and to plan an appropriate curriculum.
- Provide opportunities for children to be more independent and to self select equipment in order to develop their own ideas.
- Extend on the range and quality of resources to encourage children to use books for information and to write as part of their play.
- Provide opportunities for children to develop mathematical language and to engage in problem solving and calculations.
- Develop the curriculum for Knowledge and understanding of the world in order to provide opportunities for children to discover how and why things happen, to explore their local environment and to learn about every day 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.*