



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 140477

DfES Number: 514058

INSPECTION DETAILS

Inspection Date	04/03/2004
Inspector Name	Gabrielle Pollock

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Wood Green Pre-School
Setting Address	The Play Cabin Between Finsbury & Newbury House, Partridge Way, London N22 8DW

REGISTERED PROVIDER DETAILS

Name	The Committee of Wood Green Pre School Playgroup 1034747
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ORGANISATION DETAILS

Name	Wood Green Pre School Playgroup
Address	Partridge Way Woodgreen London N22 8DW

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

Wood Green Playgroup is a voluntary, committee run sessional day care provision that has been operating for 25 years. It is situated in the Wood Green area, within easy walking distance of Wood Green and Bounds Green tube stations and local amenities. It operates from a purpose built log cabin and has access to one main play room, attached kitchenette/office, children and adult toilet areas and an enclosed outdoor play area. The provision is accessible to wheelchair users. The playgroup serves the local community.

There are currently 28 children on roll aged from 2 to 5 years, including 19 funded three-year-olds and 2 funded four-year-olds. The group provides support to 13 children who speak English as an additional language. Children attend a variety of sessions.

The group opens five days a week during school term times, from 09:30 to 12:00 noon and from 13:00 to 15:15.

Two full-time staff work with the children, both hold Early Years qualifications and current first aid certificates. The group operate a parent/carer rota each session and receive support from a teacher/mentor from the Early Years Partnership.

How good is the Day Care?

Wood Green Playgroup offers good quality care for children. Staff are qualified, have many years experience, work well as a team and have developed their knowledge and understanding of childcare issues through training. The group offer a well-resourced, organised environment with clear daily routines that help children feel secure and settled and allow staff time to play, talk and listen to the children. Most records are in place, however some lacked necessary detail. Staff have a good understanding of health and safety issues and good hygiene practices are evident and encouraged in children. Both staff are first aid trained and clear procedures are in place should a child become ill, although the first aid supply needed replenishing. The premises are safe and attention is given to children's awareness of potential

dangers. Staff have a very good understanding of how to implement equal opportunities in practice and develop children's understanding and respect for differences. A positive inclusive environment is encouraged. Positive behaviour is encouraged in children and they respond well to staff guidance. Staff have a sound knowledge of child protection issues. A good variety of age appropriate play materials and stimulating activities are available. Staff know the children well and support is given to help them develop in all areas. Interaction from staff is good and children mix and play together well. A keyworker system is in operation, although both staff are available to discuss any childcare issue on a daily basis. Information on policies and procedures for the group and the children's activities is clearly available and parents are welcomed into the group and involved in many activities with their children. Positive verbal responses were received on the day of inspection about all aspects of the care provided.

What has improved since the last inspection?

Since the last inspection the group have implemented a staff register and risk assessments and updated staff records to include current criminal record bureau checks, recent training undertaken and emergency contact details. All of these measures increase the safety of the children and the standard of care they receive.

What is being done well?

- Staff have experience and work well as a team in providing a stimulating, learning environment for the children.
- A wide range of interesting activities for children is offered. Interaction with children is good and the children are secure and settled.
- Staff have a good understanding of equality issues and a commitment to an inclusive environment for all parents and children.
- Staff have good relationships with parents and there is a strong emphasis on parental involvement within the group. They work together to ensure consistency in the children's care.

What needs to be improved?

- the maintenance and written detail of the daily attendance register, lost and uncollected child procedure, risk assessments and complaints procedure
- the maintenance of the first aid box

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
14	Revise and update the; children's attendance register to include arrival and departure times; procedures in the event of a child being lost to include the procedure to follow should a child be lost on an outing; formal procedures should a parent fail to collect a child; risk assessments to include the date assessment undertaken; complaints procedure to include details of the regulating body.
7	Check first aid contents frequently and replace as necessary.

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

How effective is the nursery education?

Wood Green Pre-School provides generally good care to children, which helps them to make very good progress in most of the six areas of learning and generally good progress in mathematical development.

The quality of teaching is generally good with some very good aspects. Staff have a good understanding the early learning goals and use this knowledge to plan a wide range of stimulating activities for children. There is very good support for children who speak English as an additional language. Staff do not provide sufficient opportunities for children to develop their understanding of the concept of comparing and grouping numbers. There are opportunities for children to initiate their play and to be taught individually or in small groups. Staff carry out observations and assessments, observations do not identify the learning intention, the next stage of development and children's progress towards the early learning goals. Observations and assessments do not inform planning.

The leadership and management is generally good. There is a very good management structure in place which promotes staff training and development. The manager works closely with her co-worker to ensure consistency of good practice. They are committed to furthering their professional development and continue to evaluate their working practices. The manager needs to address the issues relating to observation, assessment and planning.

Partnership with parents and carers is generally good with some very good aspects. The group provides parents with good written information about the setting and about the six areas of learning. There is a good daily exchange of information between staff and parents. Parents are welcomed into the group and are involved in activities. There are no formal systems in place to provide parents with information about their children's attainment and progress towards the early learning goals.

What is being done well?

- Children are provided with a wide range of stimulating resources and activities to help them make good progress toward the early learning goals.
- Staff have good relationships with children and meet their needs well.
- Children are happy and well behaved.
- Staff have good relationships with parents.

What needs to be improved?

- opportunities for children to compare and group numbers

- the systems for observation, assessment and planning
- the procedures for sharing information with parents about their child's attainment and progress.

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in personal, social and emotional development. Children are encouraged to be confident and independent. They have developed good relationships with their peers, they co-operated well and show concern for each other. They have a good understanding of boundaries, respond positively to staff intervention and behave well. They are interested in activities, concentrate well and complete tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children make very good progress in communication, language and literacy. Children communicate confidently to staff and their peers. They are able recognise sounds and letters and words. They listen to stories, enjoy reading books and handle books confidently. Children are developing good writing skills through a range of practical activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in mathematical development. Children are learning to count and recognise up to 10 and beyond. They are given few opportunities compare and group numbers. They are developing a good understanding of shapes and use appropriate language to describe quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children make very good progress in knowledge and understanding of the world. They have good opportunities to talk about themselves and their family. They have good opportunities to explore and investigate. They are encouraged to develop an understanding of a wide range of cultures. They have good opportunities to construct and build through a range of resources and activities. They are developing a good understanding of how to use information and communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in physical development. Children are given good opportunities for indoor and outdoor play. They move about confidently and safely and take the needs of others into account. They used a variety of tools and equipment confidently and safely. They are encouraged to develop an understanding of the importance of staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Child make very good progress in creative development. They enjoy role-playing through a range of interesting activities. They have good opportunities to explore colour, shapes and texture. They are encouraged to explore sound through singing a range of songs and rhymes and using musical instruments.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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

- Increase opportunities for children to compare and group numbers.
- Improve the systems for observation, assessment and planning.

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.