



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 135305

DfES Number: 550997

INSPECTION DETAILS

Inspection Date 06/10/2004
Inspector Name Philippa Clare Williams

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name HIGHVIEW PLAYGROUP
Setting Address A 118 Palmers Road
 NEW SOUTHGATE
 London
 N11 1SL

REGISTERED PROVIDER DETAILS

Name Mrs Indira Allen

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

Highview Playgroup was registered twelve years ago and is located on a housing estate in the Arnos Grove area close to local schools, shops, bus routes and an underground station.

The setting operates in one room which is located on the basement of a some maisonettes.

There is a small garden area which safely enclosed and allow for outdoor play. There are currently 9 children on roll from to 2 years to 4 years old, of these there are 2- funded three year olds attending.

The playgroup serves a mixed local community, and are a members of the Early Years Development Childcare Partnership.

The setting operates term time only and offers sessions from 09:15 to 12:00 Monday to Friday.

The playgroup is run by a qualified manager and there are 2 staff members, both have which have child care qualifications.

How good is the Day Care?

Highview Playgroup provides satisfactory care for children.

The playgroup is well organised and staff are enthusiastic in their approach and work well together. There is a clear operational plan, however attention needs to be given to devising and extending some additional policies and maintaining additional records. There is a good range of age related learning resources which are well organised to meet the developmental needs of the children. A welcoming environment is provided for children and parents.

There is a strong commitment to health and safety and children learn about hygiene through their daily routines. There are appropriate sickness and accident

procedures, however the contents of the first aid box needs updating. Staff are clear and consistent in their management of children behaviour, as a result children's behaviour is good, however the policy statement is incomplete. Staff have a clear understanding of child protection issues and policies and procedures are in place although needs to be updated. The integration and inclusion of children with special needs is good and built around working closely with parents.

The group provides children with a range of activities both inside and outdoors. Staff spend their time actively involved with children. The small intimate group ensures children receive good levels of support and warm interaction. Weaknesses in the planning leads to children not being sufficiently challenged in some areas of learning. Staff do make observations of children's progress, attention needs to be given to using these effectively to plan for the next step.

The playgroup works in partnership with parents. Parents are made welcomed and are encouraged to help out in the sessions. Notice boards and information about the group and activities are available to parents. Parents expressed their satisfaction with the service. There is no written complaints procedure.

What has improved since the last inspection?

No Actions were set at the previous Inspection

What is being done well?

- Children are able to choose from a range of activities both in and outdoors. The small intimate group ensures children receive a good levels of support with warm interaction from staff. Staff spend time with the children encouraging them to make choices in their play and learning.
- Positive steps are in place to ensure that children are safe both inside and outside and children learn good hygiene practice through their daily routines.
- There is a welcoming environment for parents and parent feedback was positive.

What needs to be improved?

- the maintenance of the first aid box contents
- the details recorded in the register
- the maintenance of medication records
- the procedures for behaviour management, complaints and lost and uncollected children
- children's access to drinking water

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
2	Devise and implement a procedure to be followed in the event of a parent failing to collect their child or a child being lost.	22/10/2004

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

Std	Recommendation
2	Maintain written documentation of the daily attendance register with all the required detail including the hours of attendance.
7	Check first aid box contents frequently and replace as necessary.
7	Keep a written record, signed by parents, of medicines given to children.
8	Make sure children have access to drinking water during the session.
14	Devise and implements behaviour management policy, complaints procedure and update the child protection procedure.

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

How effective is the nursery education?

Children are making generally good progress in all areas of learning towards the early learning goals. On the whole children settle well and are confident and happy in the environment they are making good relationships with staff and each other.

Teaching is generally good. Staff involve themselves in children's play to extend children's experiences, they provide new vocabulary and encourage children's thinking. Staff plan a variety of activities which are linked to the early learning goals. Staff make observations of children's progress. However staff are not secure in their knowledge of the stepping stones and do not use their assessments to identify clearly how children progress to the next stage in their learning. There are weaknesses in the short term planning, as there is insufficient detail to enable the adult to make the best use of the activity, as a result staff do not extend some aspects of children's learning. More opportunities for children to use maths ideas to solve practical problems, to write for different purposes in their play and to develop their own creative ideas would further enhance the curriculum provided.

Children behave very well and the staff demonstrate a strong commitment to ensure that the children work well with each other. The integration and inclusion of children with special needs is good and built around working closely with parents and other agencies.

Leadership and management is generally good. Staff are deployed effectively and support children well. Staff know what is expected of them. They communicate well with each other. Although staff meet regularly and evaluate activities through discussion, it is mostly informal and not documented for future use.

Staff partnerships with parents is generally good. Parents are kept informed about events and activities. On the whole staff keep parents informed about children's achievements and progress, but they do not encourage parents to contribute to their child's assessment.

What is being done well?

- Staff encourage children to extend their conversation through good questioning and introducing new vocabulary, as a result children are beginning to talk confidently.
- Relationships with parents are positive, they are warmly welcomed into the playgroup, staff give time to talk to them about their children and their families. They are encouraged to help out at sessions.
- Children are learning growing independence and self care as they are well supported and encouraged to carry out tasks such as pouring their own drinks, putting on and taking off their coats, selecting activities and tidying up

resources.

- Topics and regular walks in the community are used well to extend children's understanding of their natural environment and their local community

What needs to be improved?

- the staff knowledge and understanding of the stepping stones and the observation and assessments so that information is used to inform curriculum planning for the next steps of children learning, and these are shared with parents
- the planning so that they indicate what children are intended to learn, the role of the adult and how activity can be adapted and modified for children's learning needs.
- the opportunities for children to develop maths ideas in their self chosen activities, to solve practical maths problems and to begin to develop calculation skills.
- the opportunities for children to write for different purposes in their play and to begin to read their names.
- the opportunities and support for children to develop their understanding of information communication technology and develop their own creative ideas and explore using their senses.

What has improved since the last inspection?

This was the playgroup's first Nursery Education Inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children take pride in their achievements and show growing levels of concentration when finishing tasks e.g. rolling and cutting playdough shapes. They show growing independence as they learn to put on and take off their coats, pour their own drinks, tidy up and select activities. They are developing a good understanding of right and wrong when talking to each other about sharing, they take turns well and wait patiently to use resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff question children effectively and offer children new language to extend their thinking, as a result children are beginning to use language well in their role play, they are becoming confident to speak and sing in a familiar group. They say what they want and are able to express their ideas and experiences. They enjoyed the group story. Children are not given sufficient opportunities to write for different purposes in their play and to recognise their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are encouraged to use mathematical language to describe shape, size and position. They are beginning to learn to count up to 10 and some beyond. Some children can recognise numbers. However there are missed opportunities for maths learning during some self chosen play e.g. sand and in role play. Children are not given sufficient opportunities to begin to solve practical maths problems and to begin to add and subtract.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to learn about living things, and their natural world as they investigate leaves with a magnify glass and discuss the weather. They are beginning to learn about people and places in the community through local walks and topics e.g. transport, Children build and construct using different resources. Children are introduced to other cultures through celebration of festivals. There are insufficient opportunities for children to use information communication technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident in their movement and enjoy the freedom to be able to use the outdoor space regularly. Children have good opportunities to run, climb, balance, kick, throw and pedal. Staff support children well in developing climbing skills. Children show growing control in their fine motor skills. They learn about staying healthy through discussions about healthy eating. However there are limited opportunities for children to begin to learn about the effects of exercise on their bodies.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children listen to and enjoy singing songs and rhymes and have the opportunity to use musical instruments on a regular basis. They have fun in role play and use props to express their ideas. The children play with the small world equipment such as the farm. There is insufficient emphasis on the importance of sensory awareness such as touch, feel and smell. Children need to have more opportunities and a wider choice of resources to develop their own creative ideas.

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
- Develop staff's knowledge and understanding of the stepping stones in order to improve the observation and assessments to ensure information is used to inform curriculum planning for the next steps of children learning, and share assessments with parents so it includes comments from them about their child's progress and development outside the playgroup.
- Key Issue 2
- Improve planning by indicating what children are intended to learn, the role of the adult and how activity can be adapted and modified for children's learning needs.
- Key Issue 3
- Provide more opportunities for children to develop maths ideas in their self chosen activities, 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 and to begin to read their names.
- Key Issue 5
- Provide more opportunities and support for children to develop their understanding of information communication technology and develop their own creative ideas and explore using their senses.

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.