



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 140414

DfES Number: 532625

### INSPECTION DETAILS

Inspection Date	16/03/2004
Inspector Name	Asia Islam

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Dinosaurs Playgroup
Setting Address	Campsbourne Play Centre Newland Road Hornsey N8 7SL

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Management Committee
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### ORGANISATION DETAILS

Name	The Management Committee
Address	Campsbourne Play Centre Newland Road Hornsey N8 7SL

## 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

Dinosaurs playgroup has been registered since 1999. It operates within the Campsbourne Playcentre, situated on the Newland Estate and near Campsbourne primary school. It is a voluntary organisation and run by a management committee. The group serves the children of the local community.

The group has access to a kitchen, play hall, children toilets area, staff toilet area and outdoor play area.

There are currently 18 children on the register. This includes four funded three and no funded four year olds. There is also a child with English as additional language that the group supports.

The playgroup operates five morning during school term-time only and the sessions last from 09.15 to 12.45. Although at present the group close at 12.00 on Friday.

There are four staff working with the children. All staff have relevant childcare qualifications. The manager of the group is currently working towards obtaining the NVQ level 3 childcare qualification. The setting receives support from the Early Years Partnership.

### How good is the Day Care?

Dinosaurs Playgroup provides good care for children. Staff organise the play area with a good range of resources, which are easily accessible and promote children's free and comfortable play. Staff have developed a good relationship with the children. They are secure and confident in play. Overall the grouping of the children is satisfactory. The snack and the circle time followed one after the other, a lengthy period of time, and seemed not to meet the needs of some children. The group have a recruitment practice in place and are aware of the need to notify Ofsted of the relevant changes. Not all documentation was available at the time of the inspection.

Staff have taken the necessary measures to ensure children's safety both indoors

and outdoors. Staff are fully aware of their individual responsibilities with regard to fire safety. Staff promote children's health and hygiene in their daily routines. They provide children with regular drinks and snacks during the session and respect children's individual dietary and play needs. Staff have a good awareness of the positive ways of working with children with special needs and have appropriate procedures in place to follow for any child protection issues.

Staff provide a wide range of stimulating activities to promote children's learning and development. This consists mainly of free play both indoors and outside. Staff support children individually in their language and play. Children play well together with their peers. They are happy, interested and relaxed in play. Staff manage children's challenging behaviour well and children respond well to staff guidance and support.

Staff have developed a warm working relationship with the parents. They are involved with the group via the management committee and parent rota. All policies and procedures of the group are accessible to parents.

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

As agreed at the last inspection, the group has implemented a written recruitment policy and medication records. These have improved the group's recruitment procedures for childcare staff and the recording procedures for medication administered to children.

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

- Staff offer a clean, warm and welcoming environment for children. The available indoor space, outdoor play area and the play resources support children's free and comfortable play. Children are warmly welcomed in the group. Children are secure and confident in play.
- Staff provide regular drink and snacks to children. They help themselves to the bite size carrots, cucumbers, and drink made available for them at the snack bar.
- Staff provide a good range of stimulating activities for children's language, physical, technology, imaginative and creative play. Children play well together, they are happy and relaxed in play.
- Staff manage children's challenging behaviour well. Staff give appropriate explanations of the consequences of their unacceptable behaviour and encourage good behaviour through praise.
- Staff have developed a good working relationship with the parents. The group's policies and procedures are accessible to them. Staff verbally share children's progress with them.

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

- the availability of documentation
- the operational practice at snack and circle time.

### 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
1	Forward documentation unavailable at inspection to Ofsted.
2	Review the operational practice of snack and circle time to meet the children's differing needs.

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

### How effective is the nursery education?

Dinosaurs Playgroup 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 communication language and literacy and 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 activities for children and understand that children learn from them. Children behave well in response to the high expectations of staff. Staff provide good opportunities for children to talk about their experiences and to develop their writing skills. Reading skills are not always promoted well because story-time lacked challenge for children. There are insufficient opportunities for children to compare and separate groups of numbers. There are opportunities for children to initiate their play and to be taught individually or in small groups. Staff do not use observations on children to identify the next stage of their learning, progress towards the early learning goals or use this information to inform planning.

The leadership and management is generally good. The management structure promotes staff training and development. The manager works to support staff to ensure consistency of good practice throughout the team. The manager needs to address the issues relating to observation, assessment and planning.

Partnership with parents and carers is generally good. The group provide parents with good written information about the setting and the six areas of learning. There is a good daily exchange of information between staff and parents. There are no formal system in place to share information with parents about their children's attainment and progress towards the early learning goals.

### What is being done well?

- Staff understand the early learning goals and create a stimulating environment in which children learn through a wide range of practical activities
- Relationships between staff, children and their parents are good which helps to develop children's confidence and independence.
- Staff management of behaviour and as a result children are developing an understanding of right and wrong.

### What needs to be improved?

- observation and assessments systems to ensure they are used to inform planning

- opportunities for children to compare and separate numbers
- the system for providing parents with information about their children's progress.

<b>What has improved since the last inspection?</b>
N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children's confidence and self-esteem is promoted well by staff. Children have developed good relationships with their peers, they co-operate well and take the needs of others into account. They behave well and are encouraged to recognise right and wrong. They choose confidently from a wide range of activities and are motivated to learn. They concentrate well and complete tasks.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. They communicate and speak confidently to each other and to adults. They are developing good writing skills and are able to recognise sounds, letters and words. They handle books with confidence and enjoy reading independently and small groups. However, story time lacked challenge for children and as a result they became disruptive.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in mathematical development. They are learning to recognise numbers and count up to nine. They are given good opportunities to develop their understanding of pattern making, size and sequencing. They are not given sufficient opportunities to compare and separate groups of numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in knowledge and understanding of the world. They have good opportunities to talk about their experiences. They are encouraged to explore and investigate and learn about the natural world. They are introduced to a wide range of cultures and are developing an understanding of their environment. They have good opportunities to construct and build through a range of resources and activities. They are encouraged to use and learn about every day technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in physical development. They move around safely and take the needs of others into account. They have good opportunity for outdoor play and use the outside areas confidently demonstrating good climbing and balancing skills. They used a variety of tools and equipment safely. They are encouraged to develop an understanding of the importance of staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in creative development. Their creativity is encouraged through a range of interesting activities. They have good opportunities to explore colour, shapes and texture. They are given good opportunities to explore sound through singing, match movements to music and to use musical instruments.	
<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**

- Develop observation and assessment systems to ensure they are used to inform planning.
- Develop opportunities for children to compare and separate numbers.

*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.*