

Stanmore Baptist Play Group

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Stanmore Baptist Church Play Group has been registered for over 40 years. The committee of the playgroup are the Registered Persons.

The group operates from within Stanmore Baptist Church, in Stanmore, in the London borough of Harrow. The group uses rooms on the ground and first floors of the premises and they have use of a secure garden for outdoor play.

The group is open Tuesday to Friday from 9:30am to 12.00pm for children under three years and 9.30am to 12.30pm for children over three years old, term times only. The playgroup is registered to care for up to 41 children in the early years age range at any one time. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 14 members of staff, of whom 9 staff hold relevant childcare qualifications. Most staff work part-time days and there would be 7 or 8 staff in on any one day.

The setting receives support from the Harrow Early Years development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are very happy and settled in the playgroup. This is due to the staff knowing the children's individual needs and interests well and planning an exciting curriculum to support their development. The setting is well resourced with a good range of equipment that ensures all six areas of learning are given equal consideration. As a result, children are making good progress towards the early learning goals. Effective monitoring systems, including a good understanding of self-evaluation from the staff team, ensure the provision makes continuous improvements. The partnership with parents and carers is outstanding. The playgroup has a highly positive relationship with all groups of parents; they play an important role in the decision making and are included in the evaluation process on a regular basis.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop ways of including and displaying signs or labels in additional languages to assist with communication
- consider the ways to ensure children are active learners when taking part in planned activities to keep their interest and develop their creativity freely
- continue to develop methods for evaluating the next steps for learning to

help with the planning of individual children's targets

The effectiveness of leadership and management of the early years provision

Children's welfare is protected as the staff group are aware of child protection issues and the safeguarding procedures to follow, if they were concerned about a child. Robust recruitment procedures ensure all adults working with the children are suitably checked. Children are cared for in a safe and secure environment. The playgroup is well staffed and children are supervised at all times. Risk assessments of the premises and for any outings are conducted and reviewed regularly to ensure children's safety is maintained. All required documentation, such as the attendance register, medication and accidents records are in place. There are effective systems in place for self-evaluation, which staff share together and they routinely reflect on their practices to bring about continuous improvements. Staff are encouraged to attend further training to update and extend their knowledge.

Staff have a good knowledge of each child's background and individual needs. Parents complete an entry profile and attend an introductory session with their child. This enables the key carer to build up a clear picture of each child's routines, likes and dislikes. They gather valuable information, such as what type of cup a child uses or what stage they are at with toileting and this helps the settling in process. The playgroup are also sensitive to parents feelings about separation and are flexible in their approach to settling in.

The playgroup follows the Christian ethos. They make the most of diversity to help children understand about cultures and differences through the use of books and other multi-cultural resources. Parents often share their cultures and traditions through helping out with cooking activities or reading stories. Children who speak additional languages are adequately supported and the playgroup has access to an interpreter if required. However, there is no signs or labeling in other languages, or picture symbols to assist with communication skills. The playgroup has good links with other professionals, such as Speech and Language therapists and Portage, and they work together to support and provide care for children with special educational needs/and or disabilities.

The partnership with parents and carers is exceptional. The playgroup has a highly positive relationship with parents and they are made to feel extremely welcome into the playgroup. Parents are included in the decision making of the setting and their views are regularly sought by providing questionnaires and then addressing any ideas. For example, parents suggested having coffee mornings once a term and these are now successfully established and are used in-conjunction with progress meetings. Parents are kept well informed about all aspects of their child's achievements, well-being and development through regular verbal feedback and through sharing the learning journeys. Parents help out once a term on the parent rota and this helps them understand the aims of the playgroup and gives them the opportunity to see their child at play. Parental comments are very positive and

indicate that they are extremely pleased with the care and educational provision their children receive.

The quality and standards of the early years provision and outcomes for children

Most children are happy and settled in their environment. Some children are currently settling and although they are initially tearful they quickly settle into an activity. The staff are sensitive to their needs and provide reassurance and comfort as needed. The setting is well equipped with a good range of safe and suitable furniture and equipment. The younger aged children in the Stars group can freely select the toys and play materials they are interested in from the selection set out. Once the children move up to the older group, Kangaroos, they are able to self-select resources from the low level shelving and this promotes their growing independence. The playgroup atmosphere is generally calm, with children absorbed in their chosen play. Children are well supported by the staff who spend quality time with groups of children or individually to support and extend their learning. Overall, children are well behaved; they respond positively to praise and encouragement by staff. Any difficulties are handled sensitively and appropriately by the staff.

Children thoroughly enjoy playing with the play dough; learning to roll and cut out shapes, while developing their understanding of numbers as they count how many shapes they have. Children have good opportunities to develop their creativity through free easel painting and taking part in planned creative activities. However, some planned activities tend to be very adult directed. For example, children were hand painting and directed to place their hands on the paper to make a flower shape, and this does not enable them to use their imagination fully. Children have good opportunities to use the outdoors every day and enjoy playing in the garden. The outdoor area has recently been re-developed and is well equipped and presented with a range of activities to support the curriculum, enabling children to develop their learning styles freely. Children enjoy riding on tricycles and learning to balance on the balancing beams. They also love balancing on the stilts and maneuvering skillfully along the path. Children have good opportunities to develop their skills for the future with different technological resources. They can use the laptop computers with adult supervising to guide them. They use cameras and a camcorder confidently, using these to take pictures of what they enjoy doing at playgroup. This information is then used by the staff as part of the evaluation process to help support continuous improvements. Staff have a good understanding of the Early Years Foundation Stage and plan an exciting range of activities, which take into account children's individual needs and interests. There are effective systems in place for observing children's development but staff have identified the need to develop systems further for assessing and recording the next steps of learning.

Children are adopting healthy lifestyles. They learn about the importance of good hygiene and why it is important to use the antibacterial wipes before eating. Children are provided with a variety of fruits and can have milk or water to drink.

The playgroup implements two different types of snack time over the week; children can help themselves to snacks as they wish during the morning, helping to develop independence and the other is a group snack time where all children sit together, helping to develop their social skills. Children learn about keeping safe as they take part in regular fire drills, which helps them understand about how to evacuate the building quickly. They are gently reminded about the rules of the playgroup, such as no running indoors. Staff carefully monitor children's safety and are aware of giving children independence to try new skills but still being close by to assist if needed. Staff talk with the children about appropriate clothing to wear during the year. This ensures children learn to look after themselves and know why it is important to keep warm in the winter or wear a sunhat in hot weather.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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