

Herga Opportunity Playgroup

Inspection report for early years provision

Unique reference number

509003

Inspection date

12/10/2010

Inspector

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Setting address

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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*.

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Description of the setting

Herga Opportunity Playgroup opened over 25 years ago. It is situated in the community centre in the London Borough of Harrow .

A maximum of 25 children may attend the playgroup at any one time. The playgroup is open each weekday between 9.15am and 12.00 midday with afternoon sessions between 1.00pm to 4.00pm.

All children share access to a secure outdoor area.

The playgroup is registered on the Early Years Register.

A maximum of 25 children may attend the nursery at any one time. There are currently 34 children on roll in the early years age group. Eight of the places are reserved for children with special educational needs who are referred by the Education department.

The playgroup supports children who speak English as an additional language.

The playgroup employs nine staff, some of whom work part time. All of the staff hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are clearly flourishing in this happy, in this busy stimulating environment. Staff actively encourage children to develop at their own individual pace. Staff are skilled at recognising the uniqueness of each child and providing for their individual needs. The manager and her team have clear vision for the future and aware of the strengths and areas for improvement within the setting. Thus ensuring that outcomes for children are foremost in all they do.

What steps need to be taken to improve provision further?

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

- plan snack time to encourage children's independence
- develop systems to inform parents of how the activities in the setting are linked to the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

Successful procedures ensure children are safeguarded in the setting. Clear and robust recruitment procedures that include Criminal Record Bureau checks and

references are in place to ensure adults working with children are suitable to do so. Children are further protected as staff understand and are knowledgeable in their roles in protecting children. In addition all required documentation is in place. Risk assessments are detailed and staff take actions to eliminate risks to children both in the setting and on trips in the community. Children's safety is further promoted due to staff's excellent understanding of appropriate supervision levels both inside and out. High levels of staff interaction and good organisational skills mean children gain a sense of security and thus increasing their levels of confidence.

The management team are successful, they offer good support to the staff group. The staff team are strong who work productively together. They discuss planning and any issues that may have arisen during the session, they use ideas from the children to inspire planning systems. For example children suggested the play dough was pink so staff made pink dough, children showed an interest in cooking so staff included cooking pizzas in the plans. Staff are encouraged to access training and so in turn bringing fresh ideas and activities into the setting.

The setting is highly committed to developing relationships with other who support the children. They have developed very effective channels of communication between all adults involved with individual children. This successful system promotes the learning and welfare of each child in the setting. In addition children are supported through the transition to 'big school' by effective partnerships with teachers who visit the setting to see the children in action. Well written transitional documents also support this phase in the children's lives. Partnerships with parents is highly valued by staff. Newsletters, daily informal discussion with staff ensure parents remain updated with child's development and activities. Parents are unanimous in their praise of the setting and in particular how happy and settled their children are. Parents are given feedback of the day's activities and spend time with staff discussing their child's progress. However there is little information on how the sessions, events and activities are linked to the Early Years Foundation Stage.

The manager and the staff team constantly look at self evaluation and ways to improve the setting to benefit the children. Actions taken are well chosen and lead to sustained improvements. The staff group are working very hard to successfully implement free flow play and to improve the outdoor area for all the children. Children benefit from a fully inclusive environment. The setting actively promotes equality of opportunity by ensuring all the children and their families are valued and respected. Planning for individual children helps to narrow the achievement gap and sustain good progress for all children. Varied and interesting toys encourage children's sense of curiosity and interest in the world around them. Signs, labels and posters support children's understanding of language and routines in the setting.

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

Children are eager to attend and are greeted by the staff with warmth and kindness. Staff plan a daily routine that is flexible for the children, their individual needs and requests are sought and respected. Resources in the setting are displayed in a way that allows children to make informed choices about their play. Staff ensure children have time and space to concentrate on activities and so develop their own skills and interests. For example, children who are involved in play at tidy up time are allowed time to complete their activity. Children are absolutely delighted as they play with glitter creating pictures, and feeling the glitter on their hands.

Children are encouraged to develop healthy lifestyles through the provision of nutritious snacks that support their individual dietary needs. Snack time is a social time where children and staff chat about the days events. Staff serve the fruit and drinks to the children meaning there is little opportunity for independence at this time. Children thoroughly enjoy their time in the garden they run up and down the hill, drive cars and push buggies. Children have a wonderful time as they fly the kites they have made they spin around and laugh as their kites fly behind them. Although the garden provides a good learning environment staff are constantly looking at ways to develop this area. Children are developing an understanding a good understanding of personal hygiene as they wash their hands at appropriate times. Children show an understanding of technology they use cameras and a laptop to look at the photographs they have taken.

Staff interaction with the children is off a high level they pose questions that encourage children to think for themselves. Staff ask children 'shall we dress Mickey', children laugh as they reply 'he is already dressed'. Staff encourage children to consider temperature as they go to play in the garden. Staff and children discuss the sun shinning but, the wind is cold. 'Do you think you might need your coat?.'

Staff support children with English as an additional language well. Signs labels and photographs around the setting and staff's use of sign language assists children's communications skills. All children are very well supported by staff who motivate and stimulate the children to make very good progress and to thoroughly enjoy their experience of this process. Children use mathematical concepts regularly, they understand how to use a timer as they are learning to share. The discuss open and close as they use the zip on their coat.

Staff are good role models they are calm and reflective as they talk to the children. Children are developing good friendships with each other, they are encouraged to show kindness and understanding to their peers. Children are delighted as they sing their favourite songs they all laugh and giggle as they pretend to be crocodiles and sleeping bunnies.

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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

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	1
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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