

# Jeffrey Emmanuel Playgroup

Inspection report for early years provision

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**Unique reference number**

EY335292

**Inspection date**

10/09/2010

**Inspector**

Samantha Smith

**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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Jeffrey Emmanuel Playgroup opened in 1985 and then re-registered under a new provider in 2006. It operates from a large scout hut in the London borough of Enfield. The playgroup is opened on Monday to Friday from 9.30am to 1pm during term times. Children have access to a secure outdoor play area. A maximum of 26 children from two to five years may attend the setting at any one time and there are 34 children on roll in the early years age range. The playgroup supports children with special educational needs and /or disabilities and also English as an additional language. The setting employs seven staff, all of whom hold appropriate early years qualifications. The setting receives support from local authority childcare and development partnership. They are registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The organisation of the playgroup does not fully support all children in the Early Years Foundation Stage and this impacts on the progress that some are making towards the early learning goals. Staff lack understanding of the requirements of the Early Years Foundation Stage. The playgroup has recently undergone some changes and there are currently no systems of self evaluation in place. Although the manager and provider acknowledge the weaknesses identified and demonstrate a willingness to address these, this lack of awareness of the issues means that they have not taken any action to remedy any shortfalls to date . Partnerships with parents are weak, as some groups of parents are not warmly welcomed into the playgroup and staff fail to exchange information with these groups daily, as they do with other parents. The playgroup has yet to establish effective links with other settings that children attend.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced CRB Disclosure (Suitability of adults) 27/09/2010
- carry out a full risk assessment for each outing, this 27/09/2010

- should include the required adult child ratios and take account of the nature of the visit and must be reviewed before embarking on each outing (Premises, environment & equipment)
- ensure that the record of risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 27/09/2011
  - promote equality of opportunity and anti-discriminatory practice and ensure that every child is included and not disadvantaged because of ethnicity, culture, or home language (Organisation) 29/09/2010
  - plan and provide experiences which are appropriate for each child's stage of development as they progress towards the Early Learning Goals (Organisation) 29/09/2010
  - improve staff knowledge of the Early Years Foundation Stage in order to provide children with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning (Educational programmes) 29/09/2010

To improve the early years provision the registered person should:

- maintain a regular two way flow of information with all groups of parents, so as to ensure consistency of care and to involve parents in their children's learning
- develop effective communications with other settings that children attend to ensure continuity of care and that their needs are met effectively.

## **The effectiveness of leadership and management of the early years provision**

The provision has weaknesses that have a significant impact on the efficient and smooth running of the setting. Safeguarding arrangements are generally sound because staff understand their role in child protection. The manager confirms that all staff have completed the required Criminal Records Bureau checks. Although some evidence to support this is available the records do not meet requirements as dates are not recorded. Most other required written policies and procedures are in place and in line with requirements, with the exception of the risk assessments. There are basic written risk assessments in place for the premises; however, they do not include dates when particular aspects of the environment are reviewed. The organisation of the hall at times potentially compromises on safety and impacts on children's enjoyment. Furthermore, there are no risk assessments completed for outings. These breaches of specific requirements in regulation compromise children's welfare.

Staff are suitably qualified and demonstrate a sound understanding of their role as key workers. Most have designated roles with regards to particular aspects of the environment such as equal opportunities, child protection, special educational

needs and health and safety There is some planning in place and some observations are being carried out on children. However, the quality of recording is not consistent with good practice and monitoring is not effective to ensure that observations are evaluated or that the next steps in children's learning are consistently in place. This means that the playgroup is unable to fully monitor and extend consistently children's progress. Toys and resources mainly cover the six areas of learning, although offer limited challenge for some groups of children. The manager and some staff are new to their roles and have yet to establish themselves. The provider and manager acknowledge that there are weaknesses within the playgroup and have begun thinking about ways to bring about sufficient change. Although recommendations made at the last inspection have been addressed, as yet, insufficient changes have been made to address shortfalls in the practice.

Partnerships with parents and carers are generally sound, with the exception of some particular groups. The required agreements and consents are in place, relevant information is requested at the start of a child's placement at the setting and there is a regular exchange of communication between staff and parents and parents are given their children's profiles to take home during half terms, where they can read and contribute their own observations. In addition parents are provided with termly newsletters, there is notice board displaying information about the setting and the setting also have a parent volunteer rota. However, parents are not informed about the early learning goals that their children are working towards and some parents are unsure of how to contribute their ideas to the setting.

Some children attend other early years settings. Although the manager is aware of the importance of establishing positive links with other professionals that are involved in children's care, this has yet to put this into place.

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

The quality of the provision does not support the learning and development needs of the children attending. Although children are happy and generally share positive relationships with staff it is unclear what if any progress they are making towards achieving the early learning goals. Some groups of children, such as those who are learning English as an additional language, are not sufficiently supported or integrated into the setting.

The learning environment is not best planned to meet children's needs. Children are provided with some opportunities in different areas of learning. However, these are not always sufficiently challenging for all children to ensure that sound progress is being made across all areas of learning for all the children. Children engage in creative activities to express their ideas and use their imaginations, for example, gluing and sticking activities, playing their own made up games, engaging in role play whilst enjoying the dressing-up clothes. There are some opportunities for children to learn that letter and words carry meaning. For example, they are provided with paper and pencils and other writings tools to begin to write. There are examples of lettering displayed around the hall and children show an appropriate interest in books as they spend time in the cosy book

area looking at books they have chosen. However, there are missed opportunities to further develop children spoken language and vocabulary as staff do not always use sufficient questioning to encourage children's thinking and language skills. Children are not always given opportunities to further develop their independence through daily routines such as taking themselves to the toilet and assisting their own personal needs. Behaviour is mostly managed appropriately; aspects of negative behaviour are usually, but not always, challenged appropriately. Outdoor play features a regular part of the daily routine as children access the garden area at various times throughout the day. However, garden activities are not particularly well organised or planned to ensure that children are sufficiently challenged to develop their physical skills with confidence by using large apparatus. Children's awareness of others is created through the celebration of different festivals and through a selection of resources including dressing-up clothes and multi-cultural puzzles and displays. However, children's individual needs are not always considered or valued at all times and as result some groups of children are unintentionally disadvantaged. For example, a child explores the glitter during a creative activity. A member of staff stops the child saying that the purpose of the activity is to use glue and then add glitter. The child has limited understanding of English and no further support is given by the member of staff to aid the child's understanding or any recognition of the learning opportunities for the child if they were to permit them to continue with their exploration.

Children's learn about healthy eating through their enjoyment of fresh fruit snacks and a choice of milk or water; further drinks are made freely available throughout the session. Children talk about fruits they like during their play; for example, they make fruits out of playdough to share with their peers and visitors. Suitable hygiene practice helps to protect children from infection and to ensure their comfort. As children go about their play they are not always helped to learn to keep themselves and others safe. For example, boisterous play fighting leads to an accident because staff fail to explain behavioural expectations within the setting to promote children's safety.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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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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