

Hilltop Pre-School

Inspection report for early years provision

Unique reference number	140422
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Inspector	Siobhan O'Callaghan

Setting address	CUFOS Community Centre, The Avenue, London, N10 2QE
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Telephone number	(0208) 444-3358
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Email	
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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

Hilltop Playgroup opened in 1983 and is run by a parent management committee. Since moving in 1987 it has been registered as operating from the ground floor of the Community Use For Old Station Community Centre in Muswell Hill. The children have access to a hall and a fully enclosed outside play area. The playgroup also have use of a kitchen, and toilet facilities for both adults and children. The playgroup serves the local community. It is open during term time each weekday apart from Thursdays from 9.30am to 12 noon.

The playgroup is registered on the Early Years Register to care for a maximum of 18 children from two years to under five years of age at any one time. The playgroup provides funded early education for three and four-year-olds. There are currently 23 children aged from two years to under five years on roll. The provision currently supports a number of children with English as a second language. There are four members of permanent staff working with the children alongside three cover staff. The provision is currently jointly managed by two members of staff who hold level 3 and level 4 qualifications. All other staff hold relevant early years qualifications and one member of staff is working towards a level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hilltop playgroup provides good quality learning and development opportunities for children. Staff plan an interesting range of activities and experiences which give due emphasis to children's individual interests and abilities. Children's welfare is promoted through many positive policies and procedures which overall helps to keep them healthy and safeguarded within the provision. The good partnerships that have been established with parents further supports children's continuity of care although staff acknowledge that more could be done to value children's home languages. The staff team demonstrates an enthusiastic approach towards implementing improvements to the provision; this can be evidenced in their capacity to address all recommendations raised at their previous inspection and their commitment to further developing their self-evaluation systems.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission is requested, at the time of children's admission to the provision, to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare).
- 16/03/2011

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

- develop further children's linguistic diversity, and provide opportunities for children to develop and use their home language in their play and learning
- review personal hygiene practices with regards to hand-washing.

The effectiveness of leadership and management of the early years provision

The playgroup has developed a broad range of records, policies and procedures to support most aspects of the Early Years Foundation stage requirements. Although the provision has failed to ensure that all children have in place written parental agreements to the seeking of emergency medical advice or treatment should the need arise. The playgroup boasts a well qualified team of staff all of whom have been through thorough vetting procedures to deem their suitability to work with children. The staff team demonstrate a sound knowledge and understanding of safeguarding children issues. All staff are familiar with the policies and procedures in place to protect children from potential harm or neglect and they are aware of their duty to work in partnership with outside agencies should this be required. Staff are purposefully deployed in the provision as they effectively supervise children to support their overall safety. All staff members are responsible for maintaining a safe and secure environment, daily risk assessments are implemented to ensure that potential hazards are highlighted and removed. Staff demonstrate that safe practices are implemented for all outings that children enjoy including visiting all new venues prior to taking children so that any potential risks can be identified and addressed.

Staff organise a bright child friendly environment where children are encouraged to have independent access to a broad range of resources and experiences to support their overall learning. Many resources give due emphasis to promoting diversity and inclusion and thus supporting children to develop a positive attitude towards their own and other cultures within the wider community. However, staff are yet to fully promote children's home languages within the provision which will further support their sense of belonging within their playgroup environment. Discussions with many parents confirm that they are very happy with the care and learning opportunities offered to their children. Parent's comments include: 'the provision is very impressive; they plan the environment really well as children engage within structured free play.' Another parent commented on the welcoming atmosphere, exclaiming that staff are very approachable and are always willing to chat. Parents inform me that they receive regular newsletters about what is going on in the provision and how they can contribute towards children's learning through bringing in items to support topics. Overall, this has a positive impact on promoting an integrated approach towards children's care and learning.

The playgroup staff team has a positive attitude towards developing their knowledge and skills and thus implementing improved outcomes for children. Since their last inspection there has been very good progress in addressing the

recommendations that were made. For example, children benefit from improved planning and assessment systems so that these are now more focused on children's individual interests and abilities. The organisation of the environment has improved through the purchase of new storage equipment so that resources are now more accessible and thus promote children's independent choices. All staff participate in regular training opportunities to update their knowledge and skills, this has included staff achieving Level 3 qualifications, paediatric first aid and more recently enrolling on an up-to-date safeguarding training course. The staff team are encouraged to be involved in self-evaluation systems. Through this process they demonstrate that they are reflective of their practices which in turn enables them to set targets to initiate improvements within the provision.

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

The staff team demonstrate a confident knowledge and understanding of how to plan and deliver a successful programme of activities and experiences which are focussed on children's individual interests. There are a balanced range of experiences both inside and out in the playground. All children have a key person who is responsible for maintaining observations of their progress which then feed into planning systems. Children enjoy participating in adult-led activities such as art and crafts and show and tell sessions; equally they enjoy initiating their own play and do so confidently. Staff are on hand to offer children good support and challenge as they work directly with them all of the time. Although there are no children attending requiring additional support, staff are aware of the importance of working both in partnership with parents and outside agencies to ensure that children are able to reach their individual milestones.

Children arrive happily and are greeted warmly by the staff team. They immediately find their name cards and self-register themselves by placing their cards on the Velcro notice board. Children are developing good communication, language and literacy skills. They have ample opportunities to make marks and understand that print carries meaning. During story and group sessions children demonstrate successful concentration and listening skills. They love to share their stories about the playgroup bear Frankie who spends time with them at home. This is a positive link with home and playgroup, and encourages both parental and children involvement. Children confidently access their environment which has been set up with a wide variety of resources and experiences for them to choose from. Children have many opportunities to develop their independence, for example, they are delighted to help prepare their own snack as they cut up fruit and pour their own drinks. Good use is made of the space available as staff ensure that there are resources available to promote all areas of children's learning. For example in the information, communication and technology area children are excited to explore light and shadows as they use torches in a dark camp that has been created under one of the tables. Children have good opportunities to problem solve as they engage within puzzles, learn about shapes in their environment and observe and use numbers within their play. Children enjoy many creative pursuits as they enthusiastically engage within art and crafts and paint independently at the

easel.

Children's welfare is promoted through many positive practices within their daily routines. They enjoy healthy and nutritious snacks and remain well-hydrated as they help themselves to water which is available at all times. Due care and consideration is given to children with allergies and all staff have received epee-pen training to support individual children in the provision. Children are developing a sound understanding of the importance of personal hygiene as they know that they must wash their hands after messy play and before they eat food. However, current hand-washing practices do not fully promote a positive approach towards developing good personal hygiene as children share a bowl of water to wash their hands, rather than visiting the bathroom where they can access clean running water. Children enthusiastically engage within a variety of physical pursuits outside in the garden, these include riding wheeled resources, playing parachute games and having challenges such as obstacles courses set out for them. This in turn contributes to their good health. Children are developing safe and responsible behaviour as they handle resources safely as staff teach them to understand the risks associated with for example using scissors. They learn to understand the importance of personal safety as they engage within regular emergency evacuation drills. Overall, children are very well behaved they have established strong and secure relationships with the staff team and their peers. Consequently, children are developing many valuable learning and development skills which help to set secure foundations for their future learning.

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	3
The effectiveness of safeguarding	3
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	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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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