

Laurel Way Playgroup

Inspection report for early years provision

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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

Laurel Way Playgroup is a privately run group which has been in its current premises since 1992. The premises are purpose built, formerly used for a school nursery class. The nursery has use of one main room that can be sub-divided and a small art room. There is a securely fenced outside area with a paved space, safety surface, mature trees and shrubs.

The nursery serves an urban area in the London Borough of Barnet. There is a good cultural mix in the area which is reflected in the nursery's intake.

The nursery is open from 8.15am to 3.15pm each day for 38 weeks of the year. Children attend either full or half day sessions. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. They are registered to care for 32 children in the early years age group. There are currently 39 children on roll in the early years age range.

There are seven staff currently working with the children. The manager holds Early Years Professional status and over half the staff have early years qualifications to level 3 or 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive setting. Strong partnerships with parents and very robust settling-in process that acquires detailed knowledge of each child's needs mean that staff provide children with an extremely good start as they begin nursery. Partnerships with others is a strong feature in the setting as they strive to personalise individual learning plans for children and are very proactive in the sharing of detailed information with outside agencies. This helps children make good progress in their learning. Staff regularly reflect on the service they provide and take action to address any areas for improvement to ensure the provision is responsive to the needs of the families who use the service.

What steps need to be taken to improve provision further?

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

- develop further the recording of children's progress, to reflect the expectations of the six areas of learning and ensure children's next steps in learning are consistently recorded.

The effectiveness of leadership and management of the early years provision

The staff team demonstrate a good knowledge of safeguarding procedures and what they would do if they had concerns about children in their care or an allegation was made against a staff member. The majority of staff have attended recent in-house training which has further enhanced their knowledge and understanding of safeguarding issues. Daily risk assessments are undertaken by all staff to ensure that the building is safe and secure, thus due emphasis is given to children's welfare. All records relating to children's health and safety are effectively maintained. The nursery has in place a comprehensive range of good quality records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage (EYFS). There are robust systems in place for recruiting and checking staff to ensure that they have the necessary skills and knowledge to work with children. The nursery team demonstrate high aspirations for promoting quality care and education for children. The strong focus on engaging with its users and reviewing nursery practices helps to bring about positive outcomes for children. Parents' ideas are highly valued as the provision sets about ways to improve children's access to not only the outdoor play area but to all other aspects of the provision. Self-evaluation systems demonstrate that the provision is confident in identifying clear targets to bring about continuous improvement within the setting. All staff are involved in an appraisal system; this enables them to identify their individual strengths, weaknesses and training needs.

Staff effectively promote equality and diversity within the nursery. Children's awareness of the society in which they live is incorporated within the planning of activities and experiences that they enjoy while at nursery. The environment positively reflects the wider community as children access an extremely good range of resources that help to promote a positive approach towards diversity and inclusion. Staff are well deployed throughout the provision, ensuring that children receive good support and access to a wide variety of resources. Children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the provision. There are excellent partnerships with both parents and schools children go on to attend supporting excellent transition from playgroup to school, which contribute fully to their integrated care and education. Parents receive comprehensive information about the educational programme, and receive regular reports on their children's achievements and progress.

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

Staff demonstrate a confident knowledge and understanding of how young children learn and develop. They plan a broad range of exciting activities and experiences which are geared around the children's individual interests and abilities. They have planning systems in place; however, the framework they are using is the EYFS profile; which is currently used for children at the end of the academic year in which they reach the age of five. Planning for recording of

children's progress with this document does not accurately reflect expectations of the EYSF and does not ensure learning priorities are identified for all children to develop from an appropriate baseline. The staff have a very good working knowledge of the children and make detailed observations, together with spontaneous observations, identifying some next steps in learning to inform future planning. However, children's next steps are not always consistently identified and, as a result, children do not progress to their maximum potential.

Children benefit from a very effective outdoor area that is purpose built to allow them to experience a wide range of activities that promote extremely healthy lifestyles. Children have excellent opportunities to get fresh air and enjoy energetic play. Outdoor resources reflect indoor activities and staff skilfully utilise all these experiences to further enhance children's learning. For example, children have access to a secure area that has small hills enabling them to rise to the challenges of balancing or simply climbing up and down on. In addition, the outdoor area is also equipped with a variety of activities that teach the children about discovering nature and respecting their environment. For example, children have access to a loggery, a compost bin, and a wormery; while others can engage in a more quiet area on a friendship bench, or simply play in the construction area.

Children have many positive opportunities to develop their independence and self-care skills as they confidently move around their environment and access resources of their choice. Staff encourage children's independence skills within all aspects of their routine. For example, younger children follow older children as they sit down on small steps for a very informal registration where staff and children chatter happily about their home life. Children on the whole are extremely happy and busy within their environment. It is evident that they have established secure and trusting relationships with the staff team. Those just settling-in to the group enjoy cuddles and close contact with staff who help them to develop their confidence and play alongside their peers.

Children thoroughly enjoy singing and story-time sessions where they are encouraged to express themselves through gestures and movement, demonstrating the good focus of the group on promoting communication. Older children are developing many important language and literacy skills as they confidently articulate when engaging during circle time. They have good opportunities to use a variety of mark-making resources within their play, and have access to visual aids such as letters of the alphabet to support their early writing skills. Children develop good mathematical concepts reinforced through a varied range of activities and experiences which involve problem solving. They have good access to information and communication technology resources and children learn how to confidently use a mouse and computer. Children have many opportunities to use their imaginations as they engage in a wide range of varied role play scenarios.

Children's well-being is prioritised by staff who ensure they keep safe and healthy while in their care. Children's good health is actively promoted through their healthy and nutritious snack times. Children are learning how to stay safe as staff reinforce safe practices within the provision. For example, younger children are gently reminded to tidy up after play. Children's knowledge and understanding of

safety issues is further enhanced through ongoing topics. Overall, children display exemplary behaviour; older children are polite and respectful to each other as they learn the importance of taking turns and wait for their opportunity to speak during circle times. As a result, children learn effectively through play and develop many important 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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1
The extent to which children make a positive contribution	1
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

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