

Wonderlands Pre-School Playgroup

Inspection report for early years provision

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EY271411

Inspection date

16/03/2011

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

Wonderlands Pre-School Playgroup registered in 2004. It operates from a community hall in Enfield. Access to the building is at ground level and children have the use of a large hall. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is open every weekday during term time, from 8.30 am until 11.30 am, and on Mondays to Thursdays from 12.45 pm until 3.45 pm.

A maximum of 40 children under eight may attend the playgroup at any one time and, of these 40 may be in the early years age group including none under two years. Currently there are 70 children on roll in the early years age group and nine staff employed to work with the children. All staff hold relevant early years qualifications. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting receives funding for free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The pre-school playgroup offers a welcoming provision for children where they make friends with others and enjoy their play. Staff work in partnership with parents and children develop a sense of belonging within the setting. Staff are generally attentive to children's welfare, although they do not promote children's learning effectively as underlying systems are not yet fully in place. Consequently children's individual needs are not met adequately. The owner and manager work towards continually improving the outcomes for children by developing staff's practice. However, the pace of development since the previous inspection has been extremely slow and, as a result, staff are not yet able to implement all aspects of the Early Years Foundation Stage effectively.

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:

- put in place a named deputy for the morning sessions who is able to take charge in the absence of the manager (Suitable people) 21/04/2011
- plan and organise systems so that children's needs are met effectively at all times, this relates to self- 24/06/2011

- evaluation and quality improvement (Organisation)
- make drinking water available to children at all times (Safeguarding and welfare) 21/04/2011
- plan to meet children's individual learning and development needs through the use of an effective system of observational assessment (Organisation). 20/05/2011

To improve the early years provision the registered person should:

- carry out regular evacuation drills to ensure that all children know what to do in the event of an emergency
- increase staff's knowledge and understanding of child protection issues
- review the organisation of the play environment so that children have a wide choice of enjoyable and challenging learning experiences
- look at ways of providing outdoor play experiences for children
- increase staff's knowledge and understanding of effective behaviour management so that children learn to keep themselves and others safe.

The effectiveness of leadership and management of the early years provision

The playgroup's documentation is generally well organised and all required policies are in place. However, the playgroup's procedures relating to the safeguarding of children are mostly ineffective. There are inadequate procedures in place for dealing with the absence of the playgroup manager. There is a named deputy who can take charge during the afternoon sessions but no named deputy who can take charge during the morning sessions. Consequently, in the absence of the manager during a morning session it is not clear which member of staff is in charge.

Staff are attentive to children's safety in the premises, and on outings, and carry out regular risk assessments to minimise potential risks to children. There is an evacuation plan in place in case of an emergency, although staff do not organise regular evacuation drills so that all children are fully aware of what to do in the event of an emergency. The manager has a good knowledge and understanding of child protection procedures but staff lack knowledge and understanding in this area. Consequently, staff do not have sufficient awareness of child protection issues to ensure that children are always safeguarded in the setting.

The playgroup provides information for parents about its provision for children. New parents are asked for information about their children so that staff can cater appropriately for individual care needs. Children are well supported during the settling in period and parents are pleased that their children are happy in the setting. They appreciate the opportunity to attend open days. The owner and manager are aware of the need to work in partnership with other providers and professionals to ensure that children receive continuity of care. They actively seek advice and support for children with special educational needs.

Staff arrange a selection of activities in the hall, with an area cordoned off for use at snack times. They move around the setting, supporting children and interacting

with them as they engage in freely chosen activities. There are resources accessible to children that promote learning in each of the six learning areas and a variety of resources that reflect diversity in a wider world. However, the choice of resources and activities is limited and does not maintain children's interest throughout the sessions. Children do not yet have access to any outdoor play activities. Although staff provide a range of indoor physical activities they do not yet offer alternative opportunities for children to go outdoors.

The owner and manager are aware of the need to encourage a culture of reflective practice amongst staff but they are not yet involving staff in a process of effective self-evaluation in order to identify areas of development and drive improvement. The owner is working in liaison with the Enfield early years development team to improve the educational provision for children. Staff have attended various training courses and some future training needs have been identified, for example, child protection and behaviour management training. They have started to work on developing the indoor learning environment to offer more choice. However, although an outdoor area has been earmarked for development as a play area, and an observational assessment system has been introduced, these developments have not been progressed, resulting in staff not being enabled to plan to meet children's learning needs through indoor or outdoor play.

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

Staff have been provided with paperwork to help them make observations of children's development and learning during play activities. They intend to plan the educational programme around children's needs and interests. However, they have not yet received sufficient support to enable them to use this system. Consequently, it is not being used effectively to record relevant observations or to plan around children's individual needs. This leads to a lack of structure and an imbalance of adult-led and free-choice activities. Some staff take the opportunity to extend children's learning during play, for instance, as they share books and do jigsaw puzzles, but generally children are not challenged in their learning.

Children are initially keen to try out the different activities on offer and become involved in their exploration, for example, creating collages and pictures or playing imaginatively with role play equipment. Staff enhance children's play through their involvement, encouraging children to be active learners and explore further. At small group times children have fun singing and moving to music. However, children become bored after a while with the choices available and quite often amuse themselves, devising games with friends or wandering around the hall with toys. Some children have the tendency to become quite boisterous and their behaviour is not always managed effectively by staff, leading to hazardous situations as staff do not make children aware of issues relating to personal safety.

Children enjoy the opportunity to be physically active indoors, for example, travelling along and over soft play shapes in different ways. They benefit from a well organised snack time when they are offered a wide choice of healthy foods.

They gain independence and social skills as they sit with staff in small groups around tables. However, staff do not make available drinking water at all times so that children avoid becoming dehydrated during their play. Children are developing an understanding of the importance of healthy lifestyles, such as good hygiene practices and healthy eating, although they do not yet enjoy opportunities for physical exercise in the fresh air. Children are gaining self-confidence and feel secure as they move around the setting.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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