

Lilliputs Playgroup

Inspection report for early years provision

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Inspection date	05/05/2011
Inspector	Gulnaz Hassan
Setting address	Springpark Drive, London, N4 2NP
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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

Lilliputs Playgroup registered in 2004. It is committee-run voluntary playgroup. It is situated in the London borough of Hackney. The playgroup is open each week day from 9:00am to 12:00pm and 1:00pm to 4:00pm during term time. Children have use of a large indoor play area, small quiet room, bathroom facilities and an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time. There are currently 52 children aged from two to under five years on roll. The playgroup currently supports a number of children with special educational needs and a number of children who speak English as an additional language.

The playgroup employs five child care staff and a manager. All staff hold appropriate early years qualifications whilst the manager holds an early years degree. The setting receives the support of the local authority advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making good progress in all areas of their learning and development. The setting supports all aspects of inclusion and diversity well. However the setting has not ensured that all safeguarding procedures and staff knowledge is accurate. As a result the setting is in a breach of requirement. The setting has good plans in place for continuous improvement. They work closely with the local authority advisory teacher and they have made significantly good progress since the last inspection.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding of safeguarding (this relates to procedures to be followed in the event of allegations made against staff members) and ensure that safeguarding procedures contain the correct information about allegations (Safeguarding and welfare) (also applies to both parts of the Childcare Register). 10/06/2011

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

- involve parents in children's learning so that a collaborative approach to achieving and development is fully achieved.

The effectiveness of leadership and management of the early years provision

The child protection procedures in respect of allegations do not provide the correct information about required actions to take following an allegation. In addition staff knowledge about this aspect of procedures was not correct in ensuring that the right actions are taken. This is a breach of requirement and has an impact on the safeguarding of children. However, most other steps taken to safeguard children are effective. The environment the children play in is kept safe and secure, both indoors and outdoors, through extremely effective risk assessments, for example, the setting has detailed assessments of each potential risk and has identified safety restraints which the staff may use to avoid risks and hazards. This helps to ensure the children are kept safe at all times. There are good systems in place to promote children's good health and well-being, including steps taken to prevent the spread of infection. In addition, the setting's medication, sickness and emergency procedures ensure the best interests and welfare of children, families and staff at all times.

Staff work closely together to find and implement systems to develop the provision and ensure that children consistently receive a good level of childcare and education. All staff demonstrate commitment to the continual improvement of the setting. The systems for self-evaluation are used to mostly good effect in noting the strengths of the setting and highlighting areas for improvement. They seek the views of parents and take these into account when instigating effective changes to the provision. Future plans are well targeted to improve the outcomes for all children, for example, a persistent and greater focus on engaging parents in the setting has been identified. Staff are effectively deployed to ensure that children are well supervised and supported at all times. Key persons are highly effective in promoting children's stability and confidence. Resources are plentiful, well maintained and stored effectively to enable children to safely and independently select activities for themselves.

Children and their families are valued and respected as individuals. There are effective systems in place to support and care for children with special educational needs. There is a strong commitment to ensuring children and their families who speak English as an additional language are well supported within the setting, helping them to feel secure.

The provision has established positive relations with parents and carers, which means that children benefit from mutual support and consistent care. A daily two way flow of information between parents, carers and the setting includes information about children's learning, development and welfare. This means that parents and carers are kept informed about their children's daily practical care, progress and activities. There are evolving systems in place to encourage parents to work in partnership with the setting and share in the planning for children's

learning and development. Regular meetings enable parents and carers to discuss children's progress and learning although as yet parental contribution and involvement is tentative. The nursery has good links with the other partners that help look after the children in their care.

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

Children are happy to attend this setting and enjoy learning in a caring environment. They are provided with every opportunity to make their own decisions about learning and play and this enables them to follow their own interests. The setting provides a well organised range of activities that cover the six areas of learning, ensuring that these are adaptable for children of different abilities allowing them to develop appropriately. Planning is flexible and the children can decide what activities they wish to participate in, which helps to ensure a good balance of adult-led and child-initiated activities. Children's independence skills are encouraged as all activities are clearly labelled and stored at their level, so they can choose which activities they would like to play with. Children enjoy a range of creative activities, sand and water play and weekly dance and movement sessions and special keep fit classes. They choose books for story telling and enjoy construction activities with wooden blocks. Children particularly benefit from the free flow access to outdoor play, which enables them to move freely and play outside in the fresh air at all times.

Staff complete effective observations and assessments of children's progress and achievements. This information is used well to identify the next steps in children's learning and is also used to inform planning. Focus planning of adult-led activities takes account of individual needs and as a result children are developing and learning at their pace, with activities that are fun and that maintain and extend their learning effectively. Children learn effective skills for the future, for instance, they operate digital cameras and learn to use a range of torches and remote-controlled resources. They have good access to technology equipment, such as computers and keyboards. Children's cultural and ethnic backgrounds are recognised and acknowledged by staff. Children have good access to resources and play materials that reflect positive images of diversity and inclusion, including aspects of their own backgrounds. They learn to respect other cultures through participating in enjoyable activities, such as festivals and religious celebrations.

Children's welfare and general well-being is promoted through positive practice within their daily routines. They are developing an understanding of danger and how to stay safe, as they are supported to access their environment responsibly; for example, they know that only adults open the main door, they learn about road safety and danger from strangers. Children are supported to adopt healthy habits, such as washing their hands at appropriate times throughout the session. Pictorial reminders displayed in the bathroom and other areas of the setting act as reminders so that they do not forget the importance of hand washing and hygiene. Children learn about healthy eating, enjoy healthy snacks and pour their own drinks of water. Children behave generally well and respond positively to the

mostly consistent boundaries promoted by the staff team.

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	2
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	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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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 10/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 10/06/2011