

Merry Mornings

Inspection report for early years provision

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Inspector ISP Inspection

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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

Merry Mornings playgroup first opened in 1985 and then re-registered under a new provider in December 2010. The playgroup is situated in a residential area in Southgate in the London Borough of Enfield and is open from Monday to Friday from 9am to 3pm during term times. Children may attend various sessions throughout the week. Children have access to a large hall and there is a small secure enclosed outdoor play area for children to play.

The playgroup is registered on the Early Years Register to care for a maximum of 30 children from two to five years at any one time. There are currently 24 children on roll, including nine funded three and four years olds.

The group employs five staff, all of whom hold appropriate early years qualifications. The setting receives support from local authority childcare and development partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the pre-school provides sufficiently for the needs of the children attending and outcomes are generally sound. Most requirements are being met. The new provider has a clear vision for the pre-school and tentative steps have been taken to improve the quality of the setting and outcomes for children. Partnerships with parents are sound and the setting has established effective links with the local authority Early Years Advisory team.

What steps need to be taken to improve provision further?

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

- update the safeguarding procedure to include allegations made against a member of staff (Safeguarding and welfare) 15/06/2011
- obtain necessary information from all parents about who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare) 15/06/2011

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

- continue to develop observation and assessments systems to ensure that these are consistently completed for all children, cover all areas of learning

- and consistently identify the next steps of learning
- further develop the provision of equality and diversity to ensure that the environment is fully reflective of children's cultural backgrounds and implement current systems in place to support children who have English as an additional language by providing them with opportunities for children to use their home languages in their play
- improve the system for recording accident, by ensuring the full names of children are included on all accident records.

The effectiveness of leadership and management of the early years provision

The setting is sufficiently led and managed. The registered provider has a clear vision for the pre-school. Arrangements for safeguarding children are generally robust and ensure that children are appropriately safeguarded. Staff demonstrate a clear understanding of their role in safeguarding children and there is written procedures in place, although in need of updating to include a statement of allegations made against a member of staff. Relevant documentation is available to show that all staff are suitable and have the appropriate knowledge and skills to do their roles. The attendance register is accurately maintained, clearly showing children's arrival and departure times. The main door is kept secure at all time and all visitors are required to sign the visitor's book, including the reason for the visit. Basic risk assessments are completed ensuring that the environment and equipment are safe for children. Accident records are kept and adequately maintained and there are clear procedures in place for administering medication to children.

Staff are suitably deployed throughout the setting, ensuring that children are appropriately supervised. Good use is made of all the available space, and toys and resources are suitably stored enabling children to make some choice about their play. Staff have a clear understanding of their role as keyworkers, they have a good knowledge of children's individual needs and generally support them well. New planning, observation and assessment systems have been introduced, although still in the very early stages. Staff are beginning to make regular observations of children's development and assess their progress that they are making. As a result they demonstrate that they have a sound knowledge of children's individual learning needs and are confident in their ability to meet those needs.

Equality and diversity is generally promoted well throughout the setting. Children attending the pre-school come from very diverse backgrounds and this is generally well reflected in the staff, with some speaking the same home languages as some of the children. However, more could be done to support other children who have English as a second language and to reflect their various backgrounds throughout the setting.

Staff have developed friendly informal relationships with parents and they are warmly welcomed and fully informed about the setting. Regular discussions, written policies and a detailed notice board ensures parents are kept fully update about their children and with the day to day running of the setting. However, information about who has legal contact and parental responsibility has not been obtained for all children. The setting has established appropriate working

relationships with other professionals.

Procedures for the induction and appraisal of staff have recently been developed and are used to support staff in their individual professional development. Staff have recently attended additional training to support them in observation, assessment and planning and are due to attend further training courses.

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

Children's care, learning and welfare needs are suitably met and the environment is generally accessible, enabling children to make some independent choices. Staff have a suitable knowledge and understanding of the Early Years Foundation Stage and demonstrate a sound knowledge of children's individual needs. They interact well with children and generally enhance their play through engaging them in conversation. They remind children of safety aspects and encourage them to share resources fairly. Children have opportunities to develop key skills, such as mark-making and counting through their play and everyday routines. Staff have begun to collect evidence of the progress children are making and are beginning to use the information gained from this to inform activity planning and to promote children's development. Children's behaviour demonstrates that they feel safe. They confidently select toys, play independently and approach staff when they need assistance.

Children learn to make a positive contribution to the setting, for example, they clear away their cups and plates after they have finished their snacks and they are praised for their efforts which boost their self-esteem. They move freely around the setting accessing activities and enjoy opportunities for physical play as they freely access the outdoor play area where they enjoy the fresh air and exercise. Children learn about keeping themselves healthy through the daily routines, as they are encouraged to wash their hands at appropriate times throughout the day. The newly introduced rolling snack time enables children to make decisions about when they are thirsty and when they want something to eat, whilst also promoting their independence as they help themselves to what they want from the healthy selection of snacks made available at the snack bar.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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