

A.B.C. Playgroup

Inspection report for early years provision

Unique reference number	137749
Inspection date	26/05/2011
Inspector	Caren Carpenter

Setting address	Alperton Baptist Church, Ealing Road, Wembley, Middlesex, HA0 4BY
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

A.B.C. Playgroup was registered in 1969 and is owned by a private provider. It operates from two rooms at Alperton Baptist Church in Alperton, within the London borough of Brent. All children share access to a secure enclosed outdoor play area.

The playgroup is open each weekday, term time only from 8.30am to 11.45am and an afternoon session is offered from 12 noon to 3.00pm on a Tuesday, Wednesday and Thursday. A maximum of 45 children may attend at any one time. There are currently 80 children in the early years age group on roll. The playgroup is registered on the Early Years Register, the compulsory Childcare Register and the voluntary part of the Childcare Register.

The play group supports children with special educational needs and /or disabilities and children who speak English as an additional language. The playgroup employs 11 staff including the manager. 10 staff hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are valued as individuals and are warmly welcomed into the playgroup. Children receive individual care and attention because the nursery operates an effective key person system and develop close relationships with parents and carers. Staff plan for the children with the use of observations and assessments, however, observations are not used effectively to identify the next steps for children's learning. Effective partnerships with between parents and other agencies ensure that children's needs are well met. The manager is aware of the strengths and areas for improvement within the nursery and clearly identifies areas for further improvement that will have positive outcomes for all children.

What steps need to be taken to improve provision further?

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

- ensure the record of risk assessment includes date of review and any action taken following a review or incident. 30/06/2011

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

- develop further the planning and evaluation of activities to enhance children's learning experiences towards the early learning goals
- develop further the use of observations which help identify the next steps for

children's learning and inform planning.

The effectiveness of leadership and management of the early years provision

Staff have good knowledge of safeguarding children and have received child protection training to ensure that they are fully aware of their roles and responsibilities in protecting children from harm. Robust and clear vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. Staff are vigilant in carrying out daily safety checks to ensure that children are safe in all areas of the play group. However, the record of risk assessment does not clearly identify the risk to children and the action taken to minimise potential risk to the children.

The experienced manager has a clear vision of the playgroup and effectively shares her ambition for the group and is beginning to implement improvements to provide good quality care and education.

Good improvements have been made since the last inspection. For example, the playgroup has improved the writing area to encourage and support children's early writing skills and parents have provided written permission for seeking emergency medical treatment, promoting children's welfare.

The premises is organised in order to meet the needs of the children and to ensure it is safe, secure and welcoming. Detailed records, policies and procedures are in place and are shared well with parents and reflect current legislation. Staff are suitably deployed and a range of resources are freely accessible helping children to make independent choices. The manager and all staff work effectively as a committed team to provide good quality care and education for children.

The playgroup works effectively with others. Staff are very proactive in identifying any additional help required for the children. The manager has established good links with the children's centre and works closely with the health visitor and family support worker. In addition they seek appropriate support from a wide range of professional agencies, such as the speech and language therapist and the Area Special Educational Needs team to develop and monitor individual educational plans to ensure that children with special educational needs and or disabilities needs are well met.

The playgroup provides good support for children with English as an additional language. For example, staff communicate effectively with the children in English, Gujarati and Tamil. In addition, staff ensure that prints in English, Gujarati and Tamil are clearly displayed further encouraging and supporting children's communication skills. This helps the children to feel well settled and included. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and a sense of belonging. In addition, the staff encourages families to contribute their expertise and ideas when celebrating a variety of cultural festival celebrations.

Partnerships with parents are good. Positive links are established with parents in supporting children's individual needs. The key person is effective in keeping parents well informed of their children's progress and the informal friendly approach enables parents to verbally share their knowledge of their children with the staff. Parents are closely consulted on their children's development and are invited to regular meetings to meet with staff to discuss their children's achievements. Parents speak highly of the playgroup. They say that the staff are caring, their children are happy and staff provide individual care to their children.

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

Children are provided with exciting opportunities to help them make good progress across all areas of learning and development. They purposefully engage in meaningful activities with effective and sensitive support from staff. The learning environment is arranged to promote children's choices and decisions about their play and to enable them to adapt activities to enhance their own learning. Planning is flexible and takes into account children's individual needs and interests. Staff find out about their starting points from parents and together with observations use this information to assess their progress. Although staff plan for the children with the use of observations and assessments, they do not effectively use the observations to identify the next steps for children's learning to inform planning. In addition, staff do not sufficiently evaluate the activities to enhance children's learning experiences towards the early learning goals.

Children enjoy participating in a wide range of sensory experiences such as, playing with cooked rice and explore and experiment with different materials and textures. They enjoy designing and creating their ideas using a range of recycling materials such as, boxes to make their models. Children are developing their early writing skills, they have good opportunities to write for different purposes and have good access to a range of writing resources which they select independently.

Children have good access to use information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. Children have good opportunities to learn about how plants grow and take great pleasure in planting and watering their strawberries, tomatoes, selection of beans, onions and potatoes. In addition, children enjoy preparing and eating their home grown produce. Children are developing a good understanding of the importance of taking care of their environment. For example, by recycling various materials in the playgroup as well as making compost with left over fruits and vegetables.

Children are exceptionally well supported to develop a healthy life style through the provision of healthy and nutritious snacks. For example, children relish helping to prepare snacks by cutting up a selection of fresh fruits such as strawberries, raspberries, bananas, apples and oranges. They serve the selection of fruits in individual serving bowls attractively arrange on a large table. Children excitedly help themselves by selecting their picture name cards which they carefully place in

a box and choose their individual bowls and help themselves to the freshly prepared fruits. Staff skillfully extends children's understanding of food and nutrition by discussing the importance of including all food groups in their diet. Children recognise when they are thirsty and help themselves to fresh drinking water from the water fountains. Children take part in a wide range of activities that enhance their physical development, for example they have a wonderful time in the garden as they confidently use a broad range of outdoor play equipment where they practise their large physical skills.

Children have an extremely good awareness of routines for personal hygiene as they wash their hands appropriately and attend to their own toileting needs. Children have good awareness of their own safety as they move around the playgroup with care, manage the transition between indoors and outdoor with ease and take part in regular fire drills. Children's emotional well being is exceptionally well nurtured. Staff have a loving and caring relationship with children, who form strong attachments to adults and other children within the playgroup. All staff clearly apply consistent boundaries, so that children develop excellent knowledge of what is expected and display positive behaviour.

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	2
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	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:

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 compulsory Childcare Register section of the report(Premises, environment & equipment) 30/06/2011

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 compulsory Childcare Register section of the report(Premises, environment & equipment) 30/06/2011