

Jeffrey Emmanuel Playgroup

Inspection report for early years provision

Unique reference number

EY335292

Inspection date

14/06/2011

Inspector

Anahita Aderianwalla

Setting address

Scout Hall,, 90 Gordon Road, Enfield, EN2 0PZ

Telephone number

01992 850104

Email

djmcgrath@blueyonder.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Jeffrey Emmanuel Playgroup was newly registered in 2006. It operates from a large scout hut in the London Borough of Enfield. The playgroup is open from Monday to Friday from 9.30am to 1.00pm during term times. Children have access to a secure outdoor play area. A maximum of 26 children from two to under eight years may attend the setting at any one time; currently there are 36 children on roll in the early years age range. The setting employs nine staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority childcare and development partnership. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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. Staff plan exciting activities which help children make good progress in their learning and development. They assess children's achievements and plan generally effectively for the next steps they need to take in their learning. Staff regularly reflect on the service they provide and take action to address any areas for improvement. This ensures the provision is responsive to the needs of the families who use the service. The managers and staff evaluate their practice and have a good awareness of the strengths and weaknesses of the provision and strive for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further planning for each child's individual learning requirements, for example by including learning intentions and identified next steps in planning.

The effectiveness of leadership and management of the early years provision

Children are kept safe and secure due to the vigilance of the staff and the regular risk assessments undertaken. The children have daily access to the outdoor play area, where staff closely supervise them to ensure their safety at all times. Staff have a good understanding of the safeguarding children procedures and are clear about the action required to protect children should the need arise. Staff work well together to maintain high staffing ratios. This enables children to move freely and

to choose from the different activities provided indoors and out. Staff work hard to ensure the sessions run smoothly so children feel settled and confident in their routine. Staff are committed to continuous improvement as they attend relevant training and have a good understanding of what is being done well and the areas for further development. The manager is very committed and has worked very well with her staff to ensure that all staff are trained and know their roles and responsibilities within the setting. The manager and staff evaluate their practice and have completed a self-evaluation process which includes the views of parents and carers. Staff regularly reflect on the service they provide and take action to address any areas for improvement. This ensures the provision is responsive to the needs of the families who use the service.

The setting is a warm and welcoming place for children to learn through play. The environment is full of interesting, stimulating equipment and resources that children can freely choose from. The partnership with parents is a particular strength of this setting. Staff work extremely hard to make sure parents feel included and are kept well-informed about their children's progress and welfare. A prospectus includes very useful information, including policies and procedures, and has been produced for parents to inform them about the EYFS. Parents' views are always sought through discussions, questionnaires and suggestion boxes. The staff also have strong links with other professionals and providers and are very committed to the inclusion of all children to help promote continuity of care and education for the children. Children are learning about different cultures as they take part in activities such as cooking, dressing up and reading a variety of books from around the world.

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

Children are making good progress. Their individual interests are known by the staff, who successfully support them and extend their learning by asking them questions to make them think and help them problem solve. The children really enjoy the freedom of accessing the outdoor play area where they become engrossed in washing seashells in a bowl of soapy water and talk about the different life forms that previously lived in them. Children enjoy their time at the setting and they take pleasure in listening to stories and being creative in their play. For example, they use the large wooden blocks and a large map of the world as the inspiration for pretending to travel to far away places and go on long journeys by train and other modes of transport. Staff support children to use a wide range of equipment and tools safely. For example, when they are cutting and gluing pictures and playing with dough. They examine the different mark making tools, such as crayons and pens and paints. Others happily use their imagination as they play with dolls and baby baths in the role-play area that has been converted into a baby clinic. Children have access to information technology to complete simple games and some prefer to sit quietly and complete jigsaw puzzles.

Staff have a secure understanding of the Early Years Foundation Stage framework

and plan purposeful play, with a balance of adult-led and child-initiated activities. An effective key person system ensures there are efficient methods for observation and assessment and that staff can identify the next steps in children's learning. However, the next steps are not consistently recorded and staff have not yet implemented a system for identifying the learning intentions in their plans. The daily practice of the setting is very effective in meeting children's developmental and individual needs.

The setting has good settling-in procedures in place and staff liaise closely with parents from the start by asking them to provide information about their children's routines, likes and dislikes. Thereafter, parents are encouraged to be involved in their children's learning by undertaking activities at home that link with those undertaken at the setting. Inclusion is a strength of this nursery. All children are very well supported to be able to join in all the activities. For example, the children were making cards for FUDGE (Fathers, Uncles, Dads, Granddads, and every male role model) Day which was organised as an alternative to Father's day. This allowed all children to celebrate the male figures in their lives. In addition, activities are adapted according to children's individual needs, so that everyone is valued and included.

Children are learning effectively about keeping themselves healthy. As some enjoy practising their physical skills as they ride bikes and trikes, others participate in ball games and take part in singing songs and dance and movement to music sessions. In addition, the setting encourage children to learn about healthy eating. They enjoy planned activities with the help of several parents, such as preparing pineapple and chicken wraps, that help them learn to make healthy choices. Parents are involved in their children's learning as they are encouraged to prepare different varieties of sandwiches and wraps to spice up packed lunches. They are also encouraged to share new and exciting ideas with other parents and children who are experiencing food issues. Children learn to keep themselves safe as the staff teach them about road safety when on outings. They also benefit from regular visitors, such as fire officers and the road safety officer, who teach them about keeping safe on the roads and in their homes. Children behave very well, and have warm and close relationships with the staff. They demonstrate through their behaviour that they feel safe and secure in this caring environment where staff plan for their individual needs.

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
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----