

Burma Court Playgroup

Inspection report for early years provision

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Inspector	Gulnaz Hassan

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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

Burma Court Playgroup was registered in 1972. It is run by a management committee. It is situated on a residential estate, in the area of the London borough of Hackney. Children have access to one room and a bathroom. A secure enclosed outdoor play area is available for children. The playgroup is open each weekday from 09.15am until 12.15pm, during term times only.

The group is registered by Ofsted on the Early Years Register, to care for a maximum of 14 children under five years at any one time. There are currently 14 children aged from two to under five years on roll. A number of children aged three and four years receive nursery education funding. The setting also supports children who speak English as an additional language.

The playgroup employs three members of staff, two of whom hold appropriate qualifications in early years.

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 and reflects most aspects of inclusion and diversity soundly. Although the setting ensures that children are safe and well cared for, they are in breach of a requirement that relates to safeguarding. The setting has good plans in place for continuous improvement. They work closely with the local authority advisory teacher and they have made 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:

- ensure that the safeguarding documents contain the procedures to be followed, in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare).

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

- develop the systems in place, so that children's starting points and information obtained from parents about children's learning and interests, are fully included in the planning for individual children
- promote children's home languages at the setting and promote

understanding of diversity further, by planning activities and experiences that encourage children to talk about, value and develop an understanding of others cultures, religions, languages and backgrounds.

The effectiveness of leadership and management of the early years provision

The systems in place to safeguard children are satisfactory. The management and staff demonstrate a clear understanding of child protection issues and procedures. However, the safeguarding procedures, do not document the processes to be followed, in the event of an allegation made against staff. This is a breach of requirement. The risk assessments for the premises are robust. The premises are fully risk assessed for safety. The systems in place to promote children's good health and well-being for instance, regarding first aid hygiene procedures, are secure and rigorous. Most of the documentation required to promote the safe and effective management of the setting is in place, well organised and confidentially stored. The nursery has evaluated and reflected critically on most areas of their practice and systems. This has ensured good outcomes for children in most areas. They have fully identified most areas for improvement.

The setting provides children with a warm and stimulating environment. A wide range of good quality play materials, books, resources and activities are mostly accessible to children. The environment enables children to become confident, and begin to develop their independence as they select toys, resources and activities, to fully extend their learning and play.

Children are developing a sound understanding of the community in which they live in. For instance, resources and books reflect aspects of inclusion and diversity. However, there is less understanding of the importance of acknowledging and using children's home languages, as well as English within the setting. The backgrounds and cultures of children who attend the setting, are less effectively reflected in the experiences, resources and materials available.

The setting has established positive partnerships with parents and carers. This means that children benefit effectively in receiving consistent care. Meetings and reviews enable parents and carers, to discuss children's progress and learning. There are suitable systems in place to gather information about children's starting points. This enables parents to contribute towards the goals, for children's learning and development. However, this information is not clearly documented to inform planning for children's learning. The playgroup has good links with the other settings, such as local schools. This helps to ensure smooth transitions for children.

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

Children are making good progress towards the early learning goals, and they show good attitudes to learning. The planning for learning and development is

very effective, with teaching intentions that fully support the development of children's learning. Children are offered a wide range of stimulating and varied experiences, that are differentiated to meet their individual developmental needs. In addition to a wide range of planned activities, children enjoy initiating their own play. For example, children create their own games and extend their learning in the imaginatively resourced home corner, which children have recently developed into a 'farmers' market'. Children's interest in dinosaurs is extended so that they also learn about archaeology. They visit the Discovery Centre to reinforce and stimulate their interest and learning.

There are good systems in place to observe and document children's progress and capabilities. These include good evaluations and suitable evidence, that the next steps are addressed well through the planning. The development of children's future skills and economic well-being, is promoted well. Children have access to computers and laptops and a range of resources, such as office stationary, magnets and microscopes. Children's number counting and in particular, their literacy skills are very well developed and supported, as staff consider the vocabulary, books and questions they intend to discuss with children.

The setting demonstrates good levels of commitment, to promoting children's understanding of health and safety. Risks, hazards and safety procedures are discussed with children sensitively and effectively. This helps to promote and support their sense of safety and well-being. Children receive visits from the local health visitor, so that they learn about aspects of health, such as care of teeth and constructive healthy eating. Children independently visit the toilet, wash their hands and learn about good hygiene practices appropriately. Children enjoy well planned sessions of physical exercise and outdoor play, to further support their health and well-being. Children behave very well and staff demonstrate and model positive aspects of behaviour very effectively.

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	3
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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