

Christchurch Playgroup

Inspection report for early years provision

Unique reference number 131677
Inspection date 12/09/2011
Inspector Helen Steven

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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

Christchurch Playgroup was registered in November 1994 and is run by a parent committee. It operates from the first floor hall of a church in Highbury Grove situated in the London Borough of Islington. Access to the nursery is via a flight of stairs. The children have access to an enclosed outdoor play area.

The playgroup is registered on the Early Years Register, and the compulsory and voluntary parts of the Child Care Register. The playgroup is registered to care for 26 children in the early years age range. There are currently 20 children aged from two years to four years on roll. This includes 13 funded three and four-year olds. Children attend for a variety of sessions. The setting support children with learning difficulties and/or disabilities.

The group opens five days a week during term time. Sessions are from 9:15am to 11:15am or 9.15am to 1:10pm for children who stay for lunch.

There are four staff who work with the children, of these three staff hold level three early years qualifications and one All staff have current first aid certificates. The playgroup is a member of the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at this friendly nursery; they thrive in a safe and welcoming environment which enables them to make good progress in their learning. The management and staff team are very warm and enthusiastic; they are reviewing and reflecting on their practice, as they are passionate about continually improving the quality of the provision. The staff team have very effective relationships with parents and forge links with other agencies so that children can receive the care they require to meet their individual needs. Overall documentation is well maintained, although not all is available in line with regulations, in addition documents for planning lack some definition.

What steps need to be taken to improve provision further?

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

- ensure that records are easily accessible and available for inspection by Ofsted, with specific regard to the information used to assess suitability of staff in order to demonstrate to that checks have been done (Documentation) 13/10/2011

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

- strengthen the use of planning documents to identify the learning intentions for the focus children
- review the recording system for medication records in order to afford families confidentiality.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a secure understanding of safeguarding procedures and know when to take action to protect children in their care. Ongoing training is organised to ensure the team keep their understanding of safeguarding updated. The manager reports that robust recruitment procedures are in place and appropriate checks are taken out on all staff. However, although evidence of Criminal Record Bureau checks is available on site, other documents demonstrating the procedure is not available for inspection as required. Risk assessments are in place for the building and the staff log when they have undertaken a review. Required documentation is in place, such as attendance registers and accident records to support children's welfare. There is appropriate parental consent available prior to medication being administered and staff record when doses have been given. However, the current system does not afford the families confidentiality as records for different children are recorded on the same page.

There are detailed policies and procedures in place sourced from the Pre-School Learning Alliance, (PSLA), which the provision is continuing to develop. The provider has addressed all the recommendations set at the last inspection to benefit the children. The manager has successfully implemented a culture of reflective practice. The staff team have undertaken a detailed self-evaluation and continue to identify areas that they wish to develop, demonstrating a string commitment to making ongoing improvements. They analyse and act upon information received from regular parent feedback and from their monitoring procedures. Overall the learning environment is very well organised and the room is bright and welcoming. The staff are planning to review the areas to ensure they are fully exploited to promote all areas of learning. For example, in order to enrich the role play area to provide mark making opportunities. There is some low level shelving which enables children to self-select from a good range of resources.

The nursery is inclusive to all, although the current children on roll are not reflective of the diverse local community. Staff have a good knowledge of each child's background and individual needs which are effectively recorded and catered for. Staff work closely with parents to help support those children with particular educational needs and/or disabilities. Staff ensure that there is a varied range of positive images throughout the nursery in the toys, books and in the displayed pictures and posters to encourage children to value diversity. The partnership with parents is very positive. Parents' views are sought and these show that parents are very happy with the setting. Parents give very positive feedback about the nursery

and feel that there is a community spirit which feels like 'home from home'. They report that the staff team are competent and calm and 'nothing is too much trouble'. Staff have been proactive in inviting local schools to come and visit to share information in order to support children's transition into their new nursery classes.

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

Established children are well settled in the nursery; they are confident and have a strong sense of belonging. The effective keyworker system enables the children to feel safe. Children have formed friendship groups and chat to each other during play creating a gentle 'buzz' in the room. Children behave well and new children are supported in learning about the expectations of the nursery. Children throughout the nursery make good progress towards the early learning goals as staff plan and provide interesting and challenging activities; thus developing skills for the future. Information from parents and staff's observations help to establish children's starting points. By and large, observations are evaluative and identify children's next steps. The staff team now all contribute to the planning process. However, the learning intentions recorded are broad and therefore do not inform other staff how they can effectively support the focus of children's learning journeys. There is a balance between child-led activities which children self-select and adult led activities.

Children learn about different cultures and religions as well as their own through celebrating festivals. Children learn about caring for and respecting animals as they interact with Tinkerbelle the hamster, taking it home at weekends and keeping a written and photographic diary of his adventures. Children press buttons on cameras and staff happily pose for pictures. Children learn about volume when playing in the water tray and explore colour mixing using coloured water shapes. For example, a child holds two blocks up to the light and discovers that blue and yellow makes green. Children are introduced to the pleasure of books as they sit down in the book corner and enjoy small group stories with staff. Children chat to visitors whilst filling up a newspaper holder with the contents of the homecorner, they explain that they are packing their bags and going to Florida. Children's creativity is enhanced by opportunities for art and crafts. They create pictures of their own faces and are encouraged to look closely at their own features in the mirror, such as their eye colour. There are opportunities to bring in empty packages to recycle into 3D models, which develop children's knowledge of sustainability. There are opportunities everyday for the children to have time outdoors for physical play and fresh air. Due to the layout of the building children are unable to have freeflow between the areas, but staff ensure that all ages of children have time outside. Children relish kicking around in piles of leaves, making satisfying crunching sounds. They collect conkers, acorns, leaves and twigs to create a nature table.

Children begin to develop a good understanding of healthy lifestyles, for example, they self-select from different fruits during snack-time. They can access water

throughout the session and those who stay for lunch enjoy nutritious lunches such as jacket potatoes with tuna and vegetables. Staff are aware of children's dietary restrictions in order to support their individual needs. Children explain to visitors that they have to wash their hands to 'get the dirt off before eating'. Children develop an understanding of how to keep themselves safe as they undertake fire drills and are reminded to hold on to the handrail when walking down the stairs.

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	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: Met

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