

Maytime Playgroup

Inspection report for early years provision

Unique reference number	144622
Inspection date	15/09/2011
Inspector	Shaheen Belai
Setting address	101 Clapton Common, London, E5 9AB
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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

Maytime Playgroup registered in 1992. The service is provided by the Hackney Muslim Women's Council, which is managed by a board of trustees and associates. The children have the use of two base rooms, and associated facilities situated on the ground and basement area within a large house. An enclosed garden is available for outdoor play, which is currently not in use due to redevelopment work taking place. The playgroup is situated in Clapton, within the London borough of Hackney.

A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each week day, term time only. The playgroup provides morning sessions from 9.30am to 12.30pm and afternoon sessions from 1pm to 4pm. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently 30 children from two to five years on roll. Of these, 15 children receive funding for nursery education. Children attend for a variety of sessions. The playgroup currently supports children who speak English as an additional language.

The playgroup employs five members of staff, including the manager. Two staff work full-time and the remaining work on part-time basis. All staff have relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup works with a good understanding of the individual needs of each child, which contribute to a range of learning and welfare needs being met. Children are very happy, settled and making good progress because the staff provides a stimulating and a safe environment, where children are valued as individuals. Positive relationships are in place with parents who are encouraged to engage in their children's learning and development. Links with local schools and other professionals are in place. Management make effective use of systems for self-evaluation to gain an understanding of the playgroup's strengths and weaknesses. Since the last inspection, management has taken positive steps to enhance the care and safety aspects of children's welfare. Consideration is given to developing a robust system for children's observational assessment and inspection of documentation

What steps need to be taken to improve provision further?

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

- obtain and maintain evidence of public liability insurance is for the provision (Suitable premises, environment and equipment) (Also applies to the compulsory and voluntary parts of the Childcare Register)

03/10/2011

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

- broaden opportunities for children to develop further independence in the general routine of the playgroup, such as self-serving during snack times and in addressing personal care for dressing and undressing
- develop a consistent approach to identifying the realistic next steps in children's learning that relates to observational findings.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as a result of the staff knowledge of effective practice. For example, a high proportion of staff have attended training in child protection and first aid. Children are further supported as designated staff have specific roles and are aware of procedures to follow to support children's welfare. Current literature for safeguarding is at hand for staff and parents. Regular risk assessments are undertaken of the premises and when taking children on outings. All required documentation is in place, although evidence of current public liability insurance is not available for inspection. This is a breach of welfare requirements. Further documentation supports children's health and well-being. For example, for accidents or when medication is administered.

The playgroup is well organised, with space used effectively for children to engage in a variety of learning experiences. The playgroup is well equipped with resources to promote children's overall development; this includes resources promoting diversity. The high ratio of staff to children supports children's safety and supporting their learning. The staff are aware of their roles and responsibilities and engage fully with children as they play. The playgroup promotes inclusive practice at all times as they have a good awareness of children's backgrounds and differing abilities, for example supporting children learning English as an additional language. Children receive individual support to make progress, as they have their own key person.

Partnership with parents is strong and valued by staff, this ensures that a professional relationship is in place to support children's learning overall. Information is provided to parents, such as policies and procedures. Ongoing information is displayed throughout the setting in detail. Daily handovers allow for the verbal exchange of information and there are periodic parent meetings. Parents speak positively of the playgroup; the progress their children make is notable, staff are friendly and informative. Management are aware of other agencies in the community, who they may work alongside with to provide support

for children. For example, local schools or the Children's Centre, where they can explore professional support.

Staff attend further training as this has a positive impact on children's development. Since the last inspection, significant improvements have been made. For example, the children's behaviour is managed appropriately. Staff have used the support of the local authority advisors to establish systems for observational assessment. Management have begun to self-evaluate. Systems used for this include the regular use of parental questionnaires and children's observations. They have addressed the use of the Ofsted self-evaluation form. These methods allow management to address continuous improvement. For example, new toilets are being erected for supporting children's independence and the garden area is being developed.

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

Children have a positive relationship with the adults caring for them. Staff are well deployed to offer support and encouragement. Newly settled children are fully engaged in the daily routine and spend their time actively playing alongside other children. Planning is detailed, reviewed by key persons and delivered well in practice. This ensures children access a range of learning opportunities in all six areas of learning. Staff monitor children's learning through individual children's observational assessment and maintain a record in their learning profiles. These reflect a range of activities the children engage in and it is generally evident of the progress the children make. Although staff know the children in their care well to support on-going progress, written observations are not consistently identifying realistic next steps based on the learning that is actually being achieved. This impacts on some children's learning not being supported adequately.

Staff promotes the individual choices of children effectively, as a result children are enthusiastic to engage in free play and adult-led activities. Although, promoting children's independence is overlooked by staff at times. For example, children are not given the opportunity to serve snacks to themselves or with putting on their coats. Children enjoy working independently or with friends to complete puzzles, they are quick to seek support from staff when faced with challenges. Children have opportunities to develop early writing skills, as they learn to use a range of drawing materials. A good range of creative activities are explored, allowing children to use a range of tools and textures, for example, painting, water play and gluing. Carefully selected educational programmes on the computer allow children to develop skills in operating information technology. In addition, they use interactive resources to allow them to engage in tasks to learn matching and sorting. A good range of books engage children's interest and they enjoy gathering around staff to be read to. Children call out names of their favourite stories to be read to them at group time. The regular use of the local library enhances children's appreciation of books and allows them to engage in additional learning opportunities on offer there, such as story telling sessions. Physical play is explored

daily. This allows children to use a range of equipment to promote their physical development, such as steering, riding and balancing. Children are very excited when they prepare to go to the local park. They learn to take risks safely as they climb and balance on equipment in the park. Children are interested in their environment, for example observing the ducks in the park. Their interest in animals is explored further with the provision of dinosaurs and learning their names. The wide range of learning opportunities on offer to children supports children to develop a range of skills for the future.

Children develop an understanding of their own safety and that of others. They are included in regular evacuation drills and are familiar with road safety; this is evident when they go on outings. Reminders from staff are consistent and clear, allowing children to learn to be safe.. Children's behaviour is very well managed as they play together; they learn the importance of sharing and develop positive social skills to interact with others. They are showered with positive praise and recognition from staff, such as when they assist to clear away toys. Healthy eating is promoted, with children receiving a variety of fresh fruits and vegetables for snacks. In addition they are offered milk and water to drink. Children gather quickly for snack times. These are a relaxed and social time for children to talk to their friends and staff. Additional helpings of food are provided. On the whole, children have a positive approach to their learning and the challenges offered to them.

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:

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 early years section of the report (Suitable premises, environment and equipment) 03/10/2011

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 early years section of the report (Suitable premises, environment and equipment) 03/10/2011