

Wonderlands Pre-School Playgroup

Inspection report for early years provision

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Inspector Jill Nugent

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Type of setting Childcare - Non-Domestic

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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

Wonderlands Pre-School Playgroup registered in 2004. It operates from a community hall in Enfield. Access to the building is at ground level directly from the adjacent footpath. Children have the use of a large hall and a secure outdoor play area. The playgroup is open Monday to Friday during term time, from 8.30am until 11.30am, and on Monday to Thursday from 12.45pm until 3.45pm. The playgroup receives funding for free early years education.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight may attend the playgroup at any one time and, of these 40 may be in the early years age group and none under two years. Currently there are 44 children on roll in the early years age group and 10 staff employed to work with the children. All staff hold relevant early years qualifications. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school playgroup offers a welcoming and inclusive play provision where children enjoy a variety of learning experiences. Staff prioritise children's well-being at all times. Consequently children feel valued as individuals and gain a sense of belonging. Staff support children effectively in different play situations and are developing systems to enable them to move children on in their learning. There is a close working partnership with parents and this contributes to children's individual needs being met appropriately. The proprietor and manager are committed to the continual improvement of the provision through actively promoting effective teamwork that has a positive impact on the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to encourage staff to reflect on all areas of their practice and highlight aspects for further improvement
- establish fully the system of observational assessment to enable staff to maximise opportunities to extend children in their individual learning and development
- review the daily routine to ensure that a balance of child-initiated and adult-led activities are on offer each day.

The effectiveness of leadership and management of the early years provision

The playgroup's documentation is well organised and easily accessible. All written policies are reviewed regularly to ensure that they are up-to-date. There are effective procedures in place to promote the safeguarding of all children in the setting. Risk assessments and safety checks are carried out so that any potential risks on the premises are minimised effectively. Staff plan outings with care so that children learn how to keep themselves safe when out walking. Staff have a good knowledge and understanding of child protection procedures and know what to do if they have any concerns regarding child protection. All records relating to children's health and safety are well maintained.

The proprietor and manager work in partnership with other professionals to support children with special educational needs, for example, through links with local children's centres. Staff are encouraged to reflect on their childcare practice and make the most of opportunities to attend extra training events. Since the previous inspection there have been many positive changes at the playgroup, for example, the provision of a more enabling learning environment and additional space for outdoor activities. The management team are flexible in their approach, actively seeking advice in order to continually improve the provision for children. They have introduced a system of self-evaluation and take into account the views of parents and staff when setting targets for the future. However, the system is not yet fully effective in enabling staff to reflect on all aspects of the provision and thereby highlight points for further development.

Staff make good use of the available space to offer children an interesting range of activities which promote learning in all areas. Children benefit from the freedom to move between the indoor and outdoor play areas, spending time following up their own interests. Children especially enjoy the provision of large equipment that encourages them to be physically active, both indoors and outdoors. Staff are deployed effectively and move around the setting joining in children's play according to their needs. Staff are sensitive to children's differing needs and happily spend time with individual children to help them feel included. For example, staff engage children in conversation and respond to requests for extra resources. Children have much time for free-choice play although the daily routine does not always include a balance of both free-choice and adult-led activities.

The manager makes herself available to talk with parents at the beginning and end of each session. In this way she is able to build a positive relationship with each family. New parents receive useful information about the playgroup in a prospectus, which includes key policies and details of the educational programme. Staff use the notice board to keep parents up to date with any changes in systems and procedures. Parents are encouraged to become involved in their children's learning through contributing observations of their children's development to key workers. Parents express their satisfaction with the care and learning opportunities on offer and comment especially on their children's improving skills. Staff encourage children to find out about diversity in a wider world as they use toys and books that reflect different cultures or take part in activities based on special

events.

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

Children are well settled and happy at the pre-school playgroup. They behave very well, doing their best to share fairly and avoid disputes. Children develop independence as they find their coats to go outside or pour themselves a drink of water. A calm and busy atmosphere prevails as children show much interest in the selection of resources. They are able to access equipment and materials easily and are keen to try out different creative activities. This encourages them to explore and investigate independently as well as in groups. Children develop close friendships and enjoy the company of others, for instance, when playing in the sand pit or on soft play shapes. They have fun when adults join in and explore with them, for instance, creating 'rockets' out of modelling materials or sharing picture books. They are enthused by staff who enhance play situations by expanding on children's ideas or suggesting their own. Children learn to use words and numbers to express themselves as they explore and create alongside adults.

Children delight in new experiences, for example, as they feel a hard and runny cornflour mix or spin different coloured paints to create pictures. Staff carefully encourage children to use their senses as they investigate, explaining clearly what to do and helping children to observe any changes. Children learn new words as they explore different materials and are encouraged to recount their own experiences. In this way they gain useful communication skills for the future. Staff observe children's individual learning using a system of weekly focus groups to assess individual children's development and set future targets. They create attractive learning journeys for each child using a mix of spontaneous and planned observations alongside photographs and examples of work. In this way staff are able to plan around children's interests and next steps. However, the system is not yet fully established and consequently staff do not always maximise opportunities to extend individual children in their learning during free play or group activities.

Children feel safe and secure in the setting. They develop good relationships with staff and gain confidence in approaching adults with requests. They enjoy the end-of-session group times as they join in songs and listen to stories. Staff promote respect for others when talking about diversity in the community or organising special activities, such as Indian dancing. Staff are attentive to good hygiene and provide easy access to hand washing facilities. Children learn to adopt healthy lifestyles through the daily opportunities for outdoor play. They benefit from being able to spend time in the fresh air exploring resources, for example, a water tray and guttering or paper and pencils. Children develop coordination as they ride trikes outdoors or climb, slide and balance indoors. At snack times they are offered a variety of nutritious and healthy snacks which promote a good understanding of the importance of healthy eating.

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