

Holy Cross Playgroup

Inspection report for early years provision

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Inspector	Christine Bonnett

Setting address	Parish Room, Holy Cross Church, Ferrymead Gardens, Greenford, Middlesex, UB6 9NF
Telephone number	020 8578 2306
Email	christine.j.fuller@hotmail.com
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

Holy Cross Playgroup is managed by Holy Cross Under 5s Group voluntary management committee. It is a registered charity with a board of trustees. The playgroup opened in 1989 and operates from a hall within Holy Cross Church in Greenford, in the Borough of Ealing. A maximum of 26 children may attend the playgroup at any one time. It is open each weekday from 9am to 12noon during term time. Children have access to a secure enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll, some in part time places. The playgroup is in receipt of funding for the provision of free early education to children aged two, three and four. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. The playgroup employs five staff, of whom four hold appropriate early years qualifications. The fifth staff member is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup provides an inclusive service for children. Staff work effectively in partnership with parents to ensure children's individual needs are well supported. However, links with other early years setting the children attend are less well established. Children make good progress towards the early learning goals because staff have a thorough understanding of the learning requirements and how to implement them in their practice. Generally children's behaviour is good. The manager and her staff reflect on their practice and demonstrate a clear capacity 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 children's attentiveness during group times by explaining why it is important to pay attention when others are speaking
- establish effective links with other early years settings the children attend to share relevant information for continuity and coherence in their learning.

The effectiveness of leadership and management of the early years provision

Safeguarding children has high priority. Staff are aware of their duties and responsibilities in relation to safeguarding the well-being of all the children. Robust

recruitment procedures are in place to ensure all adults working with the children are suitably checked. The risk assessments carried out on the premises are thorough and ensure that children are not exposed to obvious harm. The security precautions in place ensure that no unwelcome intruders can enter the premises and children cannot leave unsupervised. All the documents and records required for the safe and efficient management of the playgroup are maintained.

The manager and her motivated staff team reflect upon and evaluate their work. Together they make positive changes to further enhance their practice. The playgroup also benefits significantly by having a very supportive committee who share the manager's commitment to improve outcomes for children. Since the last inspection the outside area has been transformed and now offers an exciting environment for children to explore and enjoy. The manager intends to further develop its use by equipping it with a full range of resources to promote learning in all areas and using it as an extension of the hall. This initiative will provide children with richer play and learning experiences outdoors. Parents also have the opportunity to influence practice because they take turns to help at the group and observe the daily routine. Staff welcome their comments and have made positive changes to the routine following suggestions made by them.

The highly positive relationship established with parents ensures that each child's needs are met. As well as exchanging information verbally with parents, staff also complete 'home link' books. These ensure that parents are kept well informed about how their child has spent the day. Parents are invited to add any relevant information to further support their child. The group benefits from having a thriving 'parent rota'. Parents comment that they really look forward to their opportunity to spend a session with their child in the group. It enables them to see how their child is progressing and to support their learning at home. On the day of inspection, parents commented that they and their children really like the group and that they hold it in high esteem. Effective links are also made with other agencies supporting children with special educational needs. However, there are no arrangements in place to share information with other settings the children attend to help prepare them for school.

The cultural weeks that are held help children learn about and respect the customs and traditions of others. For example, traditional music and food is enjoyed from countries such as Ireland and Poland. Picture cards are used to help children who have English as an additional language settle and learn the routine. Staff also learn key words in the child's home language to further support them.

All play equipment and resources are packed away entirely at the end of each session to accommodate other users of the hall. However, staff do the best they can to set out a good range of play materials each morning that the children will enjoy and will promote their learning in all areas. Children use the resources well and confidently ask staff to fetch additional items of their choice from the store cupboard. The play materials are generally clean and in good condition. Staff are effectively deployed throughout the hall and garden to monitor the children's safety and support their learning.

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

Children enjoy their play and engage well with the activities. Observations and assessments are carried out by staff and used to plan each child's individual learning journey. Children's specific interests also influence the play plans, for example, using cars to create tyre prints with paint. Children learn to recognise their name and look at books to support language and literacy. They also learn to recognise numbers and have fun counting the number of bounces on the trampoline to foster numeracy and reasoning skills. The computer equipment is well used by the children and enables them to learn the skills they will need to operate information and communication technology in the future. However, children are often inattentive during group sessions, such as at circle time, when their friends are talking or staff are reading a story. They prefer to play with the posters on the wall or chat to others. This causes disruption as they are not fully engaged listening and paying attention during this social occasion.

Children learn about the importance of adopting a healthy life style. They wash their hands before eating and explain that 'eating dirt can make you sick'. They enjoy nutritious snacks that include plenty of fresh fruit. Children relate that 'eating fruit makes you feel strong'. Children benefit from plenty of opportunities to enjoy physical exercise. They climb on the large apparatus outdoors and regularly join in musical movement sessions indoors. A favourite outdoor game is 'what's the time Mr Wolf?' Children squeal with excitement as they run around the garden to escape the wolf.

The good organisation and routine of the playgroup enables children to develop a strong sense of security and belonging because they know what is expected of them. Children move from activity to activity with confidence and their behaviour is generally good. Children learn how to keep themselves safe by participating in routine fire drills. In addition, neighbourhood police officers and the local school crossing patrol service visit to talk about potential dangers and how to stay safe. Staff treat all children with care and kindness. Children show that they feel safe and secure as they welcome the interaction with staff and approach them with confidence to express their 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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