

Highview Playgroup

Inspection report for early years provision

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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*.

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Description of the setting

Highview Playgroup opened in 1992 and registered with Ofsted in 2001. The playgroup operates from ground floor premises in a small housing estate in Arnos Grove in the London Borough of Enfield. The premises consist of a large, play area, an office, bathrooms and an enclosed, outdoor, play area. The playgroup is open during term time each weekday from 9.15am to 12.15pm. The playgroup is registered on the Early Years Register. It may care for a maximum of 16 children from two years to the end of the early years age group at any one time. The playgroup provides funded early education for three- and four-year olds. There are currently 10 children on roll in the early years age group. There are four permanent members of staff working with the children. The manager holds an early years qualification to level three and all other staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in a child friendly setting as they independently access an interesting range of learning opportunities to meet their needs appropriately. Some developing assessment systems and staff support ensure that children make sound progress overall in their learning and development. However, staff have yet to consider how they can underpin and challenge children's learning further in information technology and physical play. Trusting relationships are established between staff and children and inclusive practice is well promoted through the playgroup's partnerships with parents and outside agencies. Staff know how to safeguard children with their up-to-date understanding of child protection issues and take necessary measures so children play in a safe environment. Self-evaluation is developing and the provider is taking some suitable steps towards making acceptable improvements, demonstrating an appropriate capacity to improve.

What steps need to be taken to improve provision further?

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

- support children to find out about and learn how to use an appropriate range of information technology
- plan and provide outdoor activities that offer physical challenge and provide equipment and resources that are freely accessible, challenging and interesting and can be used in a variety of ways or to support specific skills
- extend observation and assessment to highlight children's learning priorities and match these to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Appropriate recruitment procedures are in place so all adults working with children are suitably checked. The playgroup has clear procedures for safeguarding children. All staff have attended safeguarding training and are aware of procedures to follow if they are concerned about a child. Staff are deployed appropriately to support children's safety at all times. Risk assessments are conducted and reviewed on a regular basis and daily, safety checklists are completed so that children play safely indoors and in the garden. All required documents, policies and procedures are maintained to support safe and efficient management. The playgroup is developing appropriate systems for self-evaluation of practice and has plans to develop assessment systems and staff training. This shows some commitment to continuous improvement. Advice and support from the early years advisor provides the playgroup with suitable areas to develop and improve. Staff take steady account of this advice and put in place recommendations to support their service suitably.

The playgroup is mostly equipped with an appropriate range of safe, suitable furniture and equipment. However, activities and resources that promote and support children's learning of information and communication technology are less developed. Staff have a good awareness about promoting an inclusive environment for children. Those learning English as an additional language are supported well, as staff speak other languages. They celebrate varied festivals and a good range of books and resources helps children understand about diversity in their society, including culture and disability. The staff team works hard each day to organise an accessible learning environment. This reflects varied and imaginative experiences that appeal to individual needs, likes and interests of all children. Children are happy in their play and develop a sense of belonging, as they feel included and welcomed into the playgroup.

Parents and carers are welcomed and share information on their children to enable good working relationships to develop. Staff keep parents verbally informed about their child's time in playgroup. Parents' meetings are held regularly to discuss children's progress in more depth and developmental files are available for parents to view. The playgroup is developing ways to ensure parents are provided with information about the curriculum so that they can support their child's learning at home. Good communication and relationships with parents and children enable staff to gain their views. The playgroup has established good links with other professionals and childcare providers who share the care of children. Informal visits and information are well shared to help continuity of care and learning. This significantly contributes to children's well-being.

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

Children are settled and happy at playgroup. Most children play well together and are learning about sharing. They make friends easily and enjoy each other's company, as they play and explore. Children often have fun, for example, laughing while making animals out of dough. Children have a strong sense of community. They respond positively to instructions and requests, making a positive contribution to the playgroup. Staff use group times effectively, encouraging children to contribute to discussions and to make choices. Children show much interest in the various activities on offer and keep busy throughout the session. For example, they delight in sensory experiences, as they enjoy manipulating and feeling hard and runny cornflour mixture. They are supported by staff who join in their play and offer help when needed. For example, children are encouraged to talk about colours and numbers, as they explore making cupcakes with dough. As a result, children demonstrate a keen attitude towards learning in different play situations. Staff have a sound understanding of the Early Years Foundation Stage framework and plan activities to cover the six areas of learning. Staff observe and record children's development on a regular basis. However, they do not fully use their observations to link with expectations of the early learning goals to assess next steps of learning for each child.

Children enjoy learning opportunities indoors, outdoors and in the local community to make steady progress towards the early learning goals. Staff interact warmly with children, as they support them in adult-led and child initiated play. Daily opportunities for exercise are available outside, where children develop skills in pedalling, manoeuvring, climbing and balancing. However, staff do not make full use of this area. For example, staff do not plan challenging outdoor activities or provide challenging resources to use in a variety of ways or support specific skills. Nevertheless, children enjoy playing with the range of equipment available each day. They enjoy pedalling tricycles and balancing on crates. They have fun exploring water and sand in the trays outside, as they develop coordination and experience different textures. Children learn about their environment through a variety of local trips and outings, including the train station, park and post office. Children experience many celebrations throughout the year and staff contribute well to these festivals. Children develop sound communication, language and literacy skills, as they converse confidently with staff and show an interest in books and mark making. Some older children are able to write their names and are beginning to link sounds and letters. Children have many opportunities to be creative as they play purposefully with role-play resources. They enjoy the feel and textures of paint, which is readily available. Staff sensitively support children's counting skills and their recognition of familiar numbers; they praise children's efforts, which supports them to develop self-esteem.

Children's overall welfare is given due emphasis. They develop appropriate hygiene practice and are offered nutritious snacks, which begin to support their understanding of a healthy lifestyle. Children learn to behave in safe and responsible ways and to manage their personal safety suitably. For example, they learn why regular emergency evacuation drills are important to their safety.

Children demonstrate that they feel safe and secure as they approach adults confidently for support and advice. Overall, children acquire skills that are appropriate to their age and their satisfactory progress helps them to be prepared for future learning 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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