

Evergreen Play Association & Adventure Playground

Inspection report for early years provision

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17/01/2012

Inspector

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Setting address

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Evergreen Play Association & Adventure Playground was registered in 1993. It is situated in the London Borough of Hackney and provides play opportunities to local children aged from five to 15 years. The registered provider is the committee. The provision has been part of the community and has been operating since 1973. It occupies an acre site and has its own purpose-built play building which incorporates a large hall, soft play room, art room, kitchen, office and toilets. The building has full disabled access.

The provision is open during term time, from 4pm until 7pm, Tuesday to Friday, and 12pm to 5pm on Saturdays. The provision opens in the school holidays from 10am until 5pm, Monday to Friday. It is registered on the Early Years Register to care for a maximum of 35 children at any one time. There are currently 20 children on roll within the early years age range and they attend different times. No children were present during the time of the inspection.

The provision is also registered on the compulsory and voluntary parts of the Childcare Register. The setting currently supports children with special educational needs and/or disabilities and English as an additional language. There are four members of staff, all of whom hold appropriate early years professional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision promotes a safe learning environment and children are settled and secure. Children initiate their own learning and make good progress in their learning and development and, their care needs are met well. Effective partnerships with parents support they are informed about their children's learning. However, documentation is not fully maintained. The manager is motivated, has ambition and a clear vision for the service she offers children. She takes positive steps to improve outcome for children.

What steps need to be taken to improve provision further?

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

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation)(also applies to both parts of the Childcare Register)

01/02/2012

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

- support children's growing independence, with particular regard to making drinking water more easily accessible.

The effectiveness of leadership and management of the early years provision

The manager has a good understanding of child protection concerns and has comprehensive procedures that promote the safety of children. All persons working at the provision are suitable to have contact with children. Although, the manager maintains most safeguarding records, for example, she has obtained parental consents for outings and medical attention, a record of the children's hours of attendance is not in place. This may cause a safeguarding concern. The manager and play workers make thorough risk assessments for the playground and outings. These are detailed, covering all potential hazards.

The manager, and play workers use effective monitoring and self-evaluation processes to identify areas for development. These are targeted to have the best impact on children, and as a result children's learning and development is good. The manager is keen about improving outcomes for children, for example, she continually holds meetings so that children can voice their play and initiate their own ideas. This is used to inform future planning.

The playgroup provides good quality equipment and resources which are well-organised to allow children to make choices and challenges about their play. This helps them to develop strong independent skills. The manager promotes equality of opportunity particularly well. Children play with a broad range of resources that foster an awareness of diversity in society and discuss signing. Their understanding of diversity and difference is enhanced as they celebrate festivals. Children and parents who speak English as an additional language are supported by a range of communication skills.

The manager and play workers have a good relationship with parents and carers. They involve parents in the decisions about the provision. Parents are involved with their children's learning and development and share information from home and school. The manager has established working relationships with other providers and professionals. This leads to an effective exchange of information and promotes a shared approach to children's care and learning.

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

The manager and play workers have a secure understanding of the Early Years Foundation Stage. The manager discusses how they use effective systems to support children to achieve good outcomes. Children make good progress towards the early learning goals. The play workers make observations of the children as

they learn through play. These are used effectively to plan for the next steps in children's learning. The planning is good, using observations, children's interests, feedback from children and information from parents about children's starting points. This encourages children to be confident initiating their own play, negotiating with their peers and key workers.

The manager discusses how the key workers create a strong relationship with children, this helps the children feel safe and secure and explore the activities in the playground. Children have a wide range of activities to develop creative skills, for example, designing patterns on tiles, badges, and making pottery and sewing purses and puppets. They use a range of materials to make collages based on themes, such as mini beasts and buildings. The children have good opportunities to use technology equipment, for example, they make videos of drama and dance sessions. The children have extensive opportunities to be physical. For example, they can run energetically, explore, climb, and balance on activity frames. The manager explains how children learn about a diverse society, for example, making artefacts to symbolise cultural festivals and discussing important people within society. Children have wide experiences to explore literacy, for example, making books and taking turns to write simple sentences and captions with older children. They enjoy reading the choice of books available. They also learn reasoning skills through games. Children explore the world around them as they take part in outings to local areas. They investigate the local pond.

The manager discusses how the children show a strong sense of security and understand safety in the within the playground. They safely handle tools, when making wooden resources. They regularly practise the fire evacuation procedure to ensure they know what to do in the event of a fire. Children also learn to calculate risk when playing on the adventure activities in the playground. This helps them to think about their own and others safety. They are adopting a healthy lifestyle well, for example, making healthy dishes, maintaining hygiene routines, such as wiping noses and washing hands. Parents provide children's snacks and they are informed of healthy eating, for example, not providing fizzy drinks. The manager discusses how water is available to older children. Although drinking water is easily available to older children it is less accessible to the younger children.

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 (records to be kept) 01/02/2012

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 (records to be kept) 01/02/2012