

Nile Lodge Playgroup

Inspection report for early years provision

Unique reference number	118175
Inspection date	16/04/2012
Inspector	Emma Power

Setting address	Capitania Sisters Missionary Students Hostel, Nile Lodge, Queens Walk, London, W5 1TJ
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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

Nile Lodge Playgroup is owned privately by the Capitanio Sisters and is a registered charity managed by a board of trustees. It opened in 1970 and was first registered in 1993. It operates from three rooms in a building in the grounds of the Nile Lodge Convent in the London Borough of Ealing. All children share access to a secure, enclosed outdoor play area. Children come from the local community.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children from two years to under eight years of age may attend the playgroup at any one time. There are currently 49 children on roll who are in the early years age range. The playgroup is in receipt of funding for the provision of free early education to children aged two, three and four years.

The playgroup is open each weekday from 8am to 6pm for 43 weeks of the year. It currently supports a number of children with special education needs and/or disabilities and supports children who speak English as an additional language.

The playgroup employs seven members of staff. All of the staff hold appropriate early years qualifications and two members of staff are working towards an Early Years Foundation Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this highly inclusive and welcoming environment. The enthusiastic and inspiring staff team provide children with exceptional care and support. Staff value children's individuality and, overall, children make excellent progress in all areas of learning and development. Highly positive relationships with parents and other professionals result in excellent outcomes for children. Managers and staff use highly effective systems to monitor their provision, providing continuous improvement to an already outstanding playgroup

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing children with further opportunities to learn about words by displaying more signs and symbols in their home language.

The effectiveness of leadership and management of the early years provision

Staff implement comprehensive policies and procedures which safeguard children. They receive regular training on child protection issues and have an excellent awareness of how to protect children in their care. Excellent supervision of children means that they have freedom to explore their environment while being kept safe. Extensive recruitment procedures, that include rigorous vetting of staff, mean that only suitable people work at the playgroup.

The playgroup is extremely well organised to provide an environment that is safe and stimulating for children. Resources for children to play with are of excellent quality, well looked after and suitable for the children who attend. Children relish choosing toys independently from low-level storage boxes and being able to move freely from indoors to outside. The outdoor area is particularly abundant with resources and is managed by staff extremely well. Children show great delight in exploring this area, hiding in playhouses and swinging on swings.

The playgroup is highly inclusive, supporting children's individual needs extremely well. Children use an extensive range of resources and take part in enriching activities that help them understand diversity. Staff are extremely aware of children's individual needs due to their highly positive relationships with all parents. Parents participate fully in playgroup activities, such as coffee mornings, family picnics and social evenings, such as 'curry night'. Parents speak very highly of the playgroup and remark on the 'enormous' progress their children make while attending the playgroup. Parents feel exceptionally welcome and staff are friendly, approachable and happy to discuss children's time at playgroup. There is a parents' committee and the playgroup management actively take on board suggestions from parents to enhance the service they provide. Well-established partnerships with other organisations and services also highly successfully promote children's individual learning, development and welfare.

The management and staff team are highly motivated to improve their service and work exceptionally well together. Staff are enthusiastically encouraged to attend further training and are supported through regular team meetings and appraisals. The whole team works together to evaluate and reflect on the provision and actively embrace suggestions from other organisations to make changes to enhance outcomes for children. The management and staff team have clear plans for the future to make further improvements to their already outstanding practice.

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

Children make excellent progress in this rich and nurturing environment. Staff have extensive knowledge of the Early Years Foundation Stage and use it to inform their outstanding practice. Children are making significant gains in their progress

because staff carry out regular, highly detailed observations and plan effectively for each child's individual needs. Staff maintain detailed records of children's progress and share these with parents to involve them in their child's learning. They encourage parents to contribute to these to support children's learning, both at home and at playgroup.

Children show an extremely strong sense of security and belonging. Staff are kind, caring and exceptionally sensitive to children's individual needs. They build strong relationships with the children who are confident to seek comfort if they need it. Staff act as a positive role model for children. They effectively support children to create strong relationships with their friends. Children play and share toys together, quickly resolving any disagreements. Children who are unsure, returning to playgroup after a holiday, quickly settle into fun activities, such as dancing with colourful ribbons and painting vibrant pictures. Staff value the children as individuals and children develop extremely high levels of confidence and self esteem. Staff support children to be independent and encourage them to be responsible. As a result, children pour their own drinks, tidy away toys, wipe tables after snack and choose where they want to play.

Behaviour in the playgroup is exemplary; children show an excellent understanding of acceptable behaviour and know how to keep themselves safe. Children enjoy outdoor play and show an exceptional responsibility for their own safety by keeping within the boundaries set by staff. They climb, run and swing, showing care and consideration for their friends. Children learn about safety as they fully participate in interactive circle times, talking about 'people who help us'. Staff tell children about 'the lollypop person' and children remark, 'I hold hands when I cross the road'.

Children have innovative opportunities to engage in a wide range of physical activities. They thoroughly enjoy playing outside. They balance on beams, carefully putting their arms out for more support and they show great delight in running freely in the larger play area. Staff enthusiastically push children on swings and throw balls for them to roll down the grassy slope. The playgroup provides an area to store scooters and prams to encourage parents and children to walk to playgroup. Children have extensive knowledge about healthy living. They remark how 'milk is good for your bones' as they eat a snack of apples and bananas. They also show an exceptional understanding of hygiene routines, independently washing their hands and learning how to dry them properly.

Children are curious, inquisitive and active learners. They learn about the wider world as they search for bugs, pick apples and grow their own produce. They discover cultures different to their own and celebrate festivals, making dragons and eating noodles. Children learn about numbers as they join in with the actions as staff sing about 'five fat sausages'. They explore capacity as they pour water into bottles. Staff effectively extend their learning through sensitive interactions.

Children recognise their names through selecting name cards when they arrive. Staff label all resources, areas in the playgroup, and craft materials to support children's early reading skills. However, there are limited written words in children's home language to support those children who are learning English as an

additional language. Children practise their skills for the future and learn about technology as they discover how the specially designed computers work.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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