

# St Demetrios Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	135385
<b>Inspection date</b>	24/04/2012
<b>Inspector</b>	Clair Stockings
<b>Setting address</b>	St Demetrios Church, Town Road/Logan Road, London, N9 OLP
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<b>Email</b>	
<b>Type of setting</b>	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**

St Demetrios Playgroup registered in 1997. It operates from a large hall attached to St Demetrios Greek Orthodox Church in Edmonton, in the London Borough of Enfield. Children have access to a fully enclosed outside play area. A maximum of 24 children under eight years, of whom none may be under two years, may attend at any one time. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The playgroup is open each weekday, from 9am to 12 noon and from 12.30pm to 3pm, during term time only.

There are currently 48 children in the early years age group on roll. The playgroup is funded to deliver free early education to children aged two, three and four years.

The playgroup supports a number of children who speak English as an additional language.

There are five members of staff, all of whom hold relevant early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The playgroup provides an inclusive environment where children are making good progress in their learning and development overall. However, outdoor play is not fully planned for to further extend children's learning experiences. Mostly, children have good opportunities to develop their independence skills through a stimulating range of play experiences. Children's individual needs are met well as a result of the good quality care they receive and the effective way the staff work with parents. Staff have a good capacity to self-evaluate their practice and work towards continuous improvement for the benefit of all children.

## **What steps need to be taken to improve provision further?**

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

- provide further well-planned experiences outdoors which support children to learn with enjoyment and challenge
- support children's growing independence, with particular regard to helping to prepare their snack.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and well protected in the playgroup as staff demonstrate a good understanding of local safeguarding procedures. Recruitment and vetting

procedures are sound in order to check that adults caring for children are suitable to work with them. Staff make effective use of detailed risk assessments to support them in checking that the areas used by the children are safe. This means that children are able to move safely and freely around the playgroup.

The environment is well organised and accessible, with a range of varied resources. Supported by attentive staff, children make good progress. Staff promote inclusion well, for example, by planning activities to promote use of positive images of cultural diversity. This helps to give children and all families a strong sense of belonging and of being valued. The committed staff team has a good understanding of the needs of children learning English as an additional language. This means that activities offered are well adapted to enable them to fully participate. Staff ensure all children are included and involved in the activities offered by taking into account their individual interests and developmental needs.

Partnerships with parents and carers are good. Staff use daily discussions to keep parents informed about children's development and well-being. They also provide parents with useful information on display boards. This means that parents and carers are involved in their children's learning. Parents speak warmly of the staff, commenting on how caring and approachable they are. Relationships with other professionals and external agencies involved with the children are well established. These partnerships contribute effectively to supporting children's ongoing welfare and learning.

The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. There are effective systems in place to help the manager and staff team evaluate their practice. The recommendations from the last inspection have been successfully addressed, for example, in respect of the review of hand washing procedures. This helps to ensure children are fully protected from the risk of spread of infection.

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

The playgroup provides a good start to children's learning and play experiences. The high priority placed on children's welfare and personal development means that they feel secure and settle in quickly. Children feel valued and become inquisitive, active learners through the natural ability of staff to engage positively with them. As a result, they make good progress towards the early learning goals and clearly enjoy their time in playgroup. Staff have a good knowledge of the Early Years Foundation Stage and use this effectively to support children in their learning. They have a thorough knowledge of the children for whom they are responsible. They talk in detail about what these children can do and how they plan to help them progress. They make effective use of observations to identify individual children's next steps in all required areas of development. They plan effectively for learning experiences indoors although planning for outdoor play is less well-developed. This means that children's play outside may not always challenge them fully.

Staff are skilled at supporting children's communication skills. They use small group singing sessions on a daily basis to encourage and further promote children's language skills. Visits by a librarian to the playgroup support children to develop their interest in books and understanding of stories. Children have ample opportunities to write for different purposes and can independently access a range of writing resources. This supports children to successfully develop their early writing skills. Children develop their numeracy skills through a varied range of practical activities. For example, at registration time they count the children present and identify those who are absent. Children have access to good quality information and communication technology. This contributes effectively in helping children acquire and apply appropriate skills for their future lives.

Children develop a good understanding of how to lead a healthy lifestyle. Nutritious and healthy food, which includes fruit and vegetables, is provided at snack time. However, currently, snack time does not maximise opportunities for children to develop independence skills by helping to prepare their snack. Children have good access to fresh drinking water, which they can help themselves to when they are thirsty. This helps children to develop an awareness of their own bodily needs. Children are developing a good understanding of the importance of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet.

Staff's warm and purposeful interaction nurtures children's emotional well-being. They apply clear, consistent boundaries and consequently children's behaviour is good. Many children play co-operatively, taking turns, and demonstrating respect for each other's differences. Children gain a good understanding of other cultures through using a range of role play resources and books. This helps children to learn positive attitudes to diversity and difference. They display a strong sense of belonging to the playgroup. For example, they carefully help to tidy away during the session, supported by staff. Children effectively learn about safety through regular fire evacuation practices. Exciting visits to the playgroup from the fire services reinforces children's understanding of important safety issues. Supported by attentive staff children safely use a range of utensils and resources.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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