

Hornsey-Ridge Playgroup

Inspection report for early years provision

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Inspector

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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

Hornsey Ridge Playgroup registered in 2007 and is committee run. It operates from purpose-built premises in North Haringey Primary School in the London Borough of Haringey. It has sole use of two group rooms. The playgroup is open from 9am to 12 noon each weekday, term time only. It offers an optional lunch club from 12 noon until 1pm. All children have access to an enclosed outside play area. The playgroup is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. A maximum of 20 children may attend the playgroup at any one time; no children may be under the age of two years. There are currently 28 children aged four to eight years on roll. The playgroup is in receipt of funding to provide free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and children learning English as an additional language. The playgroup employs four staff, all of whom hold appropriate early years qualifications. In addition, one member of staff is working towards Early Years Professional Status and one member of staff has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup offers an inclusive and welcoming environment for all families, and children really enjoy the time spent there. Overall, the staff plan interesting experiences that engage children purposefully and help them make good progress in their learning. Staff understand the safeguarding procedures and provide a generally safe environment. The self-evaluation process identifies areas for further development and staff are effectively addressing most recommendations from the previous inspection. Staff have supportive relationships with parents and outside professionals that promote continuity of care and learning successfully. The playgroup demonstrates a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- include in the risk assessment anything with which a child may come into contact, with particular reference to trapping fingers between doors and door frames
- extend children's curiosity and exploration by consistently clarifying ideas and asking open-ended questions.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are satisfactory overall. Staff have a suitable awareness of safeguarding procedures and all receive regular training. The environment is generally safe owing to sufficient risk assessments. Improvements since the last inspection include fitting finger guards to door hinges to help prevent accidents. However, staff do not identify such risks thoroughly, such as the possibility of children trapping their fingers between the doors and the door frames. The management undertakes thorough recruitment and induction procedures to check that all staff are suitable for work with children. The efficient management of policies and procedures ensure consistent implementation and regular reviews with staff and committee. Children display a strong awareness of how to keep themselves safe.

The management routinely makes good use of monitoring activities to evaluate areas for change and to drive improvements. The management conveys its vision actively to all staff through regular meetings. The manager enthusiastically communicates with staff and has high expectations for improvement. The staff undertake a variety of relevant training and, as a result, gain a high level of learning and expertise to support children effectively. Staff are meeting most recommendations from the last inspection to a good standard.

In order to ensure everyone at the playgroup promotes equality and diversity, the management works effectively with families and outside professionals. The management engages in successful assessment meetings with the local authority to identify staff training needs and improvements to their practice. The targeted areas of change are beneficial in narrowing the achievement gap for children. This success demonstrates the management's drive for continuous improvement. Consequently, the outcomes for children and their experiences are positive. Staff meet learning outcomes for children consistently with well-considered planned activities.

The welcoming playgroup provides a well-organised and spacious learning environment with easily accessible equipment that supports children's investigative play. The newly equipped outdoor area successfully fosters children's exploration and physical activities to enhance their health and well-being. The deployment of staff is highly effective, and the environment is appealing, resulting in children feeling safe and well cared for. Effective arrangements are in place to support children with special educational needs and/or disabilities. Families with English as an additional language benefit from the multilingual staff that help children's transition into playgroup effectively.

Partnerships are highly effective with well-formed methods of communication between all partners. These relationships successfully promote children's learning, development and welfare. Good links with local primary schools provide effective information and support in preparation for children's transition to school.

Relationships with parents are well-established. They are able to share their views

about the playgroup easily through questionnaires and a suggestion box. Their comments support the management with important decisions about the playgroup. Staff keep parents well-informed of their children's progress through regular talks with key persons. This process successfully contributes to improvements in children's achievement, well-being and development. A parent rota actively encourages families to volunteer their time to support children with reading, gardening or accompanying them on outings.

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

The children receive good levels of care in this welcoming and inclusive environment. They make good progress in their learning in relation to their capabilities and starting points. The staff team's understanding of the Early Years Foundation Stage is evident from their comprehensive planning. This knowledge helps them provide a wide range of experiences in all areas of learning. Children are active learners; they enjoy the freedom of using the indoor and outdoor areas without constraint. The management provides wet weather clothing and boots for exploration in all weathers to foster children's natural curiosity successfully. The easily accessible outdoor area offers children space to practise and develop their physical abilities and to understand and care for plants and vegetables. Children work independently and confidently with timely support from the key person when needed. Staff generally support children well but do not always make good use of open-ended questions to clarify children's ideas in order to extend their thinking. The staff team has knowledge of five different languages and staff use these skills well to promote children's progress and understanding of the wider world. These strategies are particularly helpful for children learning English as an additional language. Festival days celebrate children's cultures successfully; the families bring in foods, cook traditional recipes, and wear traditional clothing to help children understand about different cultures. The staff speak and sing in French; children enthusiastically join in with songs and counting activities that extend their knowledge and understanding.

Children are inquisitive learners, curiously using equipment, such as remote control cars, cameras and telephones, to develop their understanding of the world around them. The children have a real camera without film, to learn about safely handling working tools. Children happily practise their writing skills outside on the chalkboards and around the imaginative play areas, where note pads and writing tools are easily available. Some of the playgroup's activities appear in colourful pictures, positioned at children's height in order to encourage discussion about them to one another. Children excitedly join in with group activities alongside their key person. These 'Island Time' activities successfully encourage cooperation, sharing and developing collaborative skills to solve problems.

Children appear very happy and secure and have a strong sense of belonging. Their behaviour is good because they are developing good habits and staff use consistent methods of managing unwanted behaviour. Children's attitudes towards one another are good; they are beginning to show responsibility within the group

time and they are trying to be safe for themselves and others. Children feel confident to confide in a member of staff for support or seek advice from a friend.

Most children are showing a good awareness of what constitutes a healthy lifestyle, especially as the children are actively involved in the growing of vegetables and salads for their snack. Children adopt very good personal hygiene routines; they regularly wash their hands before and after snack, and when they come in from outdoor play. Children enjoy cooking activities and the management is respectful of families' different dietary preferences.

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	3
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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met