

Mole on the Hill Playgroup

Inspection report for early years provision

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Inspection date 31/05/2012
Inspector Lynn Wordsworth

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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

Mole on the Hill Playgroup registered in 1991. The playgroup operates from Stamford Hill Estate Community Centre and is situated in Stamford Hill in the London Borough of Hackney. All children share access to a playroom and secure, enclosed outdoor play areas. The playgroup is open each weekday from 9.30am to 12.30pm and 12.45pm to 3.45pm, 42 weeks of the year.

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 16 children per session. There are currently 29 children on roll within the early years age range and they attend at different times of the week.

The playgroup is in receipt of funding for the provision of free early education to children aged three and four. The playgroup currently supports children with special educational needs and/or disabilities and those with English as an additional language. There are three members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Mole on the Hill Playgroup offers a wide range of exciting, inclusive play experiences for children to explore. Children show they can initiate their own learning and are making good progress. They are safeguarded by staff who are vigilant and take effective safety measures to keep them safe. Parents receive information about their children's progress, but they are not fully involved in their children's learning experiences. The manager and staff are aware of their strengths and demonstrate a high commitment to continually improve the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- organise drinking water appropriately and encourage children to establish a routine of drinking water during physical play
- establish systems to involve parents in the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning and development.

The effectiveness of leadership and management of the early years provision

The management team and staff have a secure knowledge and understanding of child protection procedures and know where to make referrals. Detailed risk assessments ensure that children are safe within the playgroup and on outings. This helps to minimise potential hazards. An effective vetting procedure further safeguards children. Staff waiting for clearance are supervised by senior staff. The manager has all documentation in place. This includes clear policies, procedures and confidential details about children and their families. Parents are also encouraged to sign all parental consents.

Staff are suitably qualified and are well deployed within in the playgroup when supervising children's play. They offer support when necessary to help children extend their thinking. Staff arrange a good range of toys and resources for the different ages of children on roll. Positive images of diversity are also displayed, such as posters of cultural families and words. This helps families to feel valued as part of the playgroup. Children have many opportunities to learn about different festivals and cultures. Children who speak English as an additional language are supported by bilingual staff.

The management team and staff evaluate the strengths within the playgroup and involve parents to identify improvements. Parents have requested more activities relating to colour and creativity and this is reflected in the playgroup. They have successfully addressed the recommendations from the previous inspection, which feeds into the continuous improvement of the practice. The manager has an action plan for further developments; this includes involving parents more frequently in reviews of their children's profiles.

Partnerships with external agencies and services are established. Professionals from speech and language offer guidance and support to individual children and their families. Staff are aware of unique learning styles to support children's speech development. Smooth transitions to other providers delivering the Early Years Foundation Stage are in place. This helps to maintain continuity of care and learning for children and develops cohesive community links.

The playgroup has positive relationships with parents. They are provided with a range of good quality information, such as newsletters and information about what their child has been learning. Parents expressed many positive comments during the inspection; they have noticed their children gaining confidence, being more sociable and independent. Although, parents are aware of what progress their children have been making, they commented that they were not fully aware of specific areas of learning with the Early Years Foundation Stage.

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

Staff have a good knowledge and understanding of children's learning and development. Good quality observations and assessments track children's learning and next steps link into future planning. Children are able to access resources both inside and outside the playgroup to initiate their own activities and think critically.

Children arrive happily and have a choice of exciting activities to play with. The outside area provides children with an excellent choice of good quality activities to help them develop their physical skills. They wear appropriate clothing, such as sun hats to keep them cool on the warm sunny day. Children have gained increasing confidence on the activity frames, for example, climbing rope ladders and travelling down slides. They use balls in many different techniques, for example, spinning, bouncing, and kick ups. They complete many gymnastic exercises well. Staff encourage them to count during these exercises to help them continue to gain number concepts. Although water is available in the outside area, staff do not encourage children to take a drink of water throughout their physical play. Children are able to recognise number in different areas of the playgroup, such as, clothes pegs, and shopping themes.

Children have a close relationship with staff and enjoy playing hide and seek with boxes they have made into dens. Children talk animatedly about a range of activities, for example, when arranging games and healthy eating. They enjoy their packed lunch and demonstrate a clear understanding of the benefits of fruits and vegetables. Children also know why it is important to wash their hands, for example, before eating and after outside play. Children develop their mark making skills as they have places to write, for example, in dens and on the floor. Staff extend their learning by identifying sounds in letters. Children have good opportunities to explore creativity, for example, printing, mixing colours and sticking. Staff extend their learning further by pairing and matching patterns. Children have many opportunities to visit places in the local community, such as, the local shops to purchase snacks, and visits to the local library. This enables children to learn about their local community. They thoroughly enjoy their time exploring the fire engines and seeing the fire fighters when they visit the community centre. They regularly practise fire drills to ensure they know what to do in an emergency. Children learn about the wider world as they celebrate festivals, tasting different cultural foods and making creative art work. Staff manage children's behaviour well and children are able to resolve small disagreements themselves. They further develop their skills for the future by using technological equipment, such as telephones, tills and calculators.

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

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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