

Bo-Peep Playgroup

Inspection report for early years provision

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Inspector Maria Conroy

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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*.

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Description of the setting

Bo-Peep Playgroup is one of two settings run by the registered person. It opened in 1987 and operates from a scout and guide centre situated in Edgware, which is located within the London borough of Barnet. A maximum of 36 children may attend at any one time. The playgroup is open each weekday from 9.00am to 12.15pm and 12.30pm to 3.30pm during term time only. All children have access to a secure enclosed outdoor play area.

There are currently 36 children aged 18 months to under five years on roll; of these, 25 children receive funding for early education. Children attend a variety of sessions either full day or part-time, during the morning or the afternoon. Children come from a wide catchment area. The playgroup is able to support children with special educational needs and those children who learn English as an additional language.

The nursery employs seven members of staff, including the registered person, all of whom hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are happy and settled; the setting is aware of their individual requirements and works in partnership with parents to support those needs. The setting has effective systems in place to monitor and review their practices, including the process of self-evaluation. Following the previous inspection the setting have addressed the areas identified for improvement. They provide paper towels for children to dry their hands to prevent cross infection. The complaints procedure has been updated and includes the necessary details, which are displayed for parents, in the entrance hall. Finally, the setting have reviewed the arrangements for snack time to make effective use of the time staff prepare for snack to incorporate children's learning.

What steps need to be taken to improve provision further?

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

- review the policies and procedures to ensure they reflect current practice and contain all the necessary details
- further develop the outdoor environment to reflect and promote the six areas of learning consistently and enable children to independently move from indoors to outdoors making choices of what they want to bring with them
- enhance the risk assessment for outings by adding the adult:child ratios before embarking on each type of trip

The effectiveness of leadership and management of the early years provision

Children are protected due to the effective systems in place; for example, all staff working with children have had a criminal record bureau check undertaken on them as part of the recruitment procedures. Staff are clear of the procedures in place if they have concerns over the welfare of a child and they regularly attend safeguarding training. The setting identifies dangers as part of their risk assessments and takes steps to eliminate those, helping children to keep themselves safe, although the risk assessments undertaken for outings do not identify the adult child ratios required for each type of outing. Policies and procedures are in place to support and guide staff with their practice, but although these have been reviewed, some do not reflect current practice or contain all of the necessary details.

Self-evaluation is generally effective and involves the staff and parents of the setting, questionnaires are sent out to parents and they also have the opportunity to make suggestions in the comments box. The management team identify actions as part of self-evaluation and use that as a working document to address areas for further development. The management team are eager to continue to develop the setting and make improvements. They take part in a process of critical reflections enabling any weaknesses to be identified and addressed. There are systems in place to apprise staff and identify areas for professional development. Staff take part in regular training throughout the year and some have completed training to gain further qualifications, in order to improve their skills and knowledge. When they return they use the information they have gained to successfully implement exciting activities with the children.

The setting has a range of resources that are of good quality and are attractively presented to encourage children to take part. The resources are used well to achieve the aims and objectives of the planned activities. Staff are skilled and experienced at asking open ended questions to make children think for themselves and to stimulate their thinking. Staff work well as a team and are clear on their roles and responsibilities within their designated areas. The organisation of the environment is conducive to learning, staying safe and being well cared for. Children have the opportunity to play outdoors as part of the daily routine; however, the way in which this is organised does not enable children to make independent choices about when they want to go outdoors and play, and what they want to bring with them.

The setting is effective in caring for children who have English as an additional language; a number of the staff team speak various languages and this enables children to feel supported, particularly during the settling in process. Staff have a good knowledge of children's individual needs; when they begin their placement, a 'getting to know you booklet' is completed with details specific to each child, including important people in their life. Throughout the year, the children have fun taking part in various festivals, and parents participate making it an enjoyable event. Staff are skilled in supporting children who have specific needs and they

work in partnership with parents to enable children to have the necessary support they need.

The setting has a highly positive relationship with parents and carers, and relationships are well-established ensuring each child's needs are met. The setting regularly asks parents and carers for their views on the service they provide and act on any suggestions made. Parents and carers are kept well informed about their children's achievement, well-being and development, through means of regular face to face contact, written information and a more formal open evening where parents get the opportunity to find out what their child does, how the activities provided enable children to learn and how they can support them at home. This effective liaison with parents and carers contributes to children's achievement, well-being and development. Parents also have access to the setting's website where they can obtain further information. In addition, the setting have developed a DVD to show prospective parents a day in the life of the nursery, enabling parents to find out about the place they wish to send their child.

The setting have developed successful relationships with local schools within the area and staff attend meetings to plan for the smooth transition for children who will be moving onto school. Children's profiles are shared with schools they move on to, highlighting all how well children are progressing in relation to the Early Years Foundation Stage.

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

Staff have a good understanding of the Early Years Foundation Stage curriculum, which they implement effectively through the well planned activities. However, the organisation of the outdoor area does not consistently mirror the range of experiences provided for children indoors, to fully promote the different areas of learning. Children are separated into groups during the session, enabling staff to provide activities appropriate to the age and stage of the children who attend. Staff observe the children and then use this information effectively to plan and provide the necessary support and activities for individual children, to equip them with the basic skills such as hand eye co-ordination, language and concentration. This enables children to progress on to specific skills, such as recognition of shapes and formation of numbers and letters, as they progress towards each of the early learning goals.

A broad range of stimulating activities are provided to promote children's development in the six areas of learning. They develop their physical skills through simple activities, such as peeling off stickers, using a variety of mark making materials including crayons and paint brushes, and they confidently cut different materials with scissors. Children's vocabulary is promoted through the use of action songs and rhymes; they enjoy singing the 'Grand Old Duke of York' as they march to the bathroom to wash their hands for snack. Children make and create using various materials including glitter and shiny paper, and explore different textures as they use their hands and bare feet to do the 'animal walk' while

dressed as different animals.

Children are secure and develop a sense of belonging to the setting. The staff team is consistent and most staff have been part of the setting for many years, enabling children to be provided with continuity of care and education. Good quality interaction from staff and well organised routines enable children to become secure and confident in the setting. Children's understanding of safety issues is promoted through planned activities; for example, the police come into visit the setting and the children go on local outings and they learn how to cross the road safely.

Children adopt good personal hygiene routines; for example, prior to their snack they have a discussion in circle time about why they have to wash their hands. Children confidently express their understanding as to what will happen if they do not do this. Children have access to drinking water throughout the day, both indoors and outdoors, and have some fruit and vegetables during snack time. They have regular opportunities to take part in physical activities, both indoors and outdoors, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, they have fun taking part in an obstacle course where they balance on low level beams, while carrying small buckets of water.

Children are happy and settled and display a strong sense of belonging and security within the setting. Children take pride when they achieve and respond with a big smile to the member of staff, who praises them. They are confident and capable, showing good levels of self-esteem and build strong relationships within the setting, with both adults and their peers. Children make independent choices to select activities from the range that are set out. Children develop a good understanding of diversity, engaging in a good range of activities to promote this; for example they participate in a variety of different festivals throughout the year, such as Diwali, Eid and Chinese New Year, enabling them to develop an understanding of their own culture and that of others. Children behave well and treat the toys and equipment with respect, showing a sense of responsibility.

Children's are well equipped with the skills they need for the future, enabling them to be active, curious and inquisitive learners. They are able to communicate verbally and identify and understand mathematical concepts through the planned activities. This is demonstrated through their workbooks and other play materials, such as sorting teddy bears. They are beginning to become familiar with the phonetic alphabet through games such as identifying 'objects that begin with'. Children are confident when using the computer and other electronic devices, such as headphones, and they make choices about the stories or music they wish to listen to.

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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