

Right Start Playgroup

Enfield Baptist Church, Cecil Road, ENFIELD, Middlesex, EN2 6TG

Inspection date

Previous inspection date

04/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are happy, engaged and socialise well with others. They are very confident and settled due to the sensitive approach of staff.
- Children enjoy a welcoming, well-resourced and supportive environment, which has a consistent focus on individual children and family needs.
- Children spend time engaged in purposeful and stimulating activities; this includes regular outdoor play to enhance their broad range of learning experiences.
- Staff show a sound level of knowledge and understanding of child development and the characteristics of effective learning.
- Parents are very complimentary about the approachable and friendly staff and the way in which children develop confidence and self-esteem.

It is not yet outstanding because

- although staff record some key words in children's home languages, there is less emphasis on providing opportunities for children to see text, signs, symbols and their home languages written and displayed in the learning environment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play in the group room and outdoors in the garden.
- The inspector completed a joint observation of children's play with the registered person in the garden.
- The inspector had discussions with the manager and staff.
- The inspector looked at documentation, including records for children's progress and development, safeguarding, staff suitability, noticeboards, self-evaluation and a range of policies and procedures.
- The inspector took account of the views of parents through discussion with them on the day of the inspection.

Inspector

Catherine Greene

Full Report

Information about the setting

Right Start Playgroup registered in 2012. The playgroup operates within a large hall, in Enfield Baptist Church, in the London Borough of Enfield. Children use the main hall and have access to an outdoor play area. The playgroup operates from 9.30am to 12.30pm, 3 days a week, Monday, Tuesday and Thursday, for 38 weeks of the year. The setting is

registered on the Early Years Register. There are currently 19 children on roll. The setting employs three staff, on a part time basis. The manager has National Vocational Qualification at level 3, and all other staff have appropriate childcare qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- create an environment rich in print where children can learn about words by displaying signs, posters and names in both English and children's home languages.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children arrive and happily separate from their parents. They clearly look forward to and enjoy learning and having fun as they play. Staff's confident approach has a positive impact in how secure the children feel. The atmosphere is calm and happy and the children are busy and occupied throughout the session. Children contentedly choose what they want to do from the attractive and interesting resources offered. The staff plan children's experiences to cover all areas of learning. The plans and photographs show a broad programme of activities that children enjoy. Planning is adapted to respond to children's individual needs and interests, guided by discussions with parents and frequent observations of children's play. The staff record children's achievements in informative learning journals that they share with parents. They establish what children can do when they first start and use the shared information well to plan individual routines and assessment.

Outdoor play encourages children's social skills as they take part in group activities. They enjoy the large play equipment and explore digging in the sand and planting flowers for spring. Children show their delight when manoeuvring and parking their cars. The staff encourage them to negotiate with each other and take turns in the cars. Children show impressive understanding as they offer their friends a turn and remind adults present to give them support when it is their friends' turn.

Children are encouraged to look at and enjoy books, as the staff gain their interest through linking books to their real experiences. Staff talk to children about the noises and sounds the characters make. They engage the children in their expressive story telling, encouraging the children as they attempt to imitate the characters, and praising their efforts. The staff continually boost children's self-esteem and sense of achievement so

that they enjoy learning and are keen and confident to explore. Children can select a variety of toys and resources from the well-placed storage. They sit with the staff as they complete puzzles and construction, using their developing skills with accuracy.

Staff interact sensitively in the children's play to make sure they are fully supported. They effectively encourage children's language and communication as they talk with them during their activities, modelling words and describing what is happening. Children use familiar words from home throughout the day. This helps develop children's self-identity and sense of belonging. A particular strength of the playgroup is the support given to children's communication and language skills, particularly for children who speak other languages in addition to English. However, signs and symbols in the environment both in English and in children's home languages are currently less well developed.

Children learn about sounds and rhymes through singing action songs and joining in with the actions. The staff use good teaching strategies in the daily routine to help children in developing their early mathematics skills. For example, children are beginning to count items illustrated in the storybooks with the staff's support. Children enjoy using the programmable resources and confidently respond to tasks where they have to press the buttons. Children help tidy away toys as they choose new activities and are secure in the routine. They are learning to put all the pieces of puzzles and construction away after use, promoting a sense of responsibility.

The contribution of the early years provision to the well-being of children

Children show that they feel safe and secure because of the close attachments that they have with all staff, and in particular with their key person. Excellent communication between the staff and parents effectively enables children to form close bonds with each other and staff. These close emotional attachments help all children feel secure. They quickly develop confidence and independence, readily settling into their new surroundings.

The staff are consistently aware of the needs of the individual children; they thoughtfully follow children's home routines and acknowledge their home languages. The staff take a consistent and supportive approach in their expectations of children's behaviour, enabling children to quickly learn what is acceptable. Children play alongside others and sometimes collaborate in completing tasks, such as puzzles and building tracks for the cars. The forward thinking staff organise their time effectively so that they are always available to support children. They sit at tables and on the floor with children, offering them close physical reassurance.

Children are learning to be independent in readiness for school. They understand the importance and benefits of a healthy lifestyle, as they play outside every day in all weathers. They confidently put on their coats and know how to line up and help their friends prepare as they go out to the garden. They behave well and understand how to play cooperatively. Children learn to share and take turns because staff explain to them why they have to wait and are careful to make sure promises to take turns in the cars are fulfilled. Older children are encouraged to resolve situations independently. Observant

staff acknowledge this with stickers given during circle time. This combination of recognition and appreciation considerably boosts children's self-esteem. This also teaches children important social skills and fully supports their personal, social and emotional development.

The staff make sure children's dietary needs and preferences are followed closely. Parents receive extensive information about snacks as part of the successful healthy eating policy to encourage every child to have good eating habits. The children enjoy their healthy and nutritious snacks, which they can help themselves to as they feel hungry. The staff are enthusiastic, interested and fully involved in children's activities. This enables children to actively enjoy their time at playgroup and accomplish a broad range of skills to support them in their developing independence.

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

Procedures for safeguarding children are in place and known to staff and parents. Staff have attended training in child protection and know how to follow procedures. They receive guidance and support from the manager and registered person.

Staff have a thorough understanding of their roles and responsibilities within the team, including their individual responsibility to provide a safe play environment for children. The staff work closely with support from the local authority, actively seeking advice and acting on it to improve the playgroup. The staff evaluate the service they offer the children and their families and accurately identify areas for improvement. The manager is fully committed to and understands the importance of working in partnership with local schools and others who care for children in order to support transition.

The registered person demonstrates commitment to providing on-going professional development for the entire staff team. Staff are encouraged to share any knowledge gained with the team so that they can continually develop the educational programme offered. The staff use their skills and understanding well, following Development Matters in the Early Years Foundation Stage guidance closely. As a result, they are developing and providing a sound programme for activities across all seven areas of learning.

The staff share a variety of information with parents before their children start and encourage a secure settling-in period. They work closely with parents who say they are familiar with their children's on-going development. Parents appreciate the positive conversations they have with the staff on a daily basis. They are aware of how this effective partnership benefits their children's learning and development and supports children's continued well-being as they thoroughly enjoy their time at playgroup.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY448548
Local authority	Enfield
Inspection number	806267
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	19
Name of provider	Angela Palmer
Date of previous inspection	Not applicable
Telephone number	0208 3677538

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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