

# St Mary Magdalene Playgroup

Windmill Hill, Enfield, Middlesex, EN2 7AJ

## Inspection date

25/02/2013

Previous inspection date

24/10/2008

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- Planning is not effective and staff lack the skills and knowledge to be able support children's learning effectively.
- Systems for observations and assessments, including the two year progress check are not consistent in quality and provide little information about the progress that children are making.
- The poor organisation of the setting means that the staff are unable to demonstrate that they are meeting several welfare requirements.
- There are no monitoring systems in place to enable the setting to identify or prioritise future improvements. Furthermore there are no systems in place to manage staff performance or support professional development.
- The outdoor environment is neither welcoming nor used well enough to challenge or engage children's interest and the outdoor resources are poorly maintained.

### It has the following strengths

- Children are happy and well settled, they benefit from the close and caring relationships that they have established with staff.
- Parents inform that they are satisfied and happy with the care and attention their children receive.

## 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 activities in the main play area and garden.
- The inspector talked with some staff, children and parents.
- The inspector looked at documentation and records alongside the registered provider.
- The inspector engaged in ongoing discussion with the registered provider throughout the inspection.

## Inspector

Samantha Smith

## Full Report

### Information about the setting

Mary Magdalene Playgroup first opened in 1982 and re-registered in 1993. It operates from a large hall in the Mary Magdalene Church and serves the local area. The playgroup opens five days a week during school term time. Sessions run from 9am to 3.15pm except on Wednesdays when it opens from 9am to 12pm. There are currently 52 children aged from two and a half to five years on roll. The playgroup receives funding for the provision of free early education for children aged three and four years. The playgroup is registered on the Early Years Register. Seven staff work with the children; of these, three hold a relevant early years qualification and two are working towards a qualification. The setting

receives support from the Early Years Development and Childcare Partnership (EYDCP).

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- maintain records of information used to assess staff's suitability, such as references and other identity checks
- put in place effective systems to ensure that staff members whose suitability has not been checked do not have unsupervised access to children
- develop observation and assessment systems in order identify children's levels of achievement, interest and learning styles; use your finding to shape future learning experiences that are tailored to meet children's individual needs and provide an accurate summary to parents for the two year progress development check
- review the current risk assessments to include everything that a child may come into contact with, this refers particularly to the garden equipment
- implement self-evaluation systems and use this to drive future improvements by identifying the settings strengths and weaknesses accurately and taking appropriate action to address weaknesses identified at previous inspections
- implement an appraisal system and use it to identify staff training needs and support opportunities for continued professional development for staff, to enable them to gain the knowledge, skills and understanding to support children's learning effectively, for example using effective questioning during activities
- make the required records available for inspection

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

- promote a shared working approach by establishing effective partnerships with other professionals and early years settings that children attend. Use the information shared, to support smooth transitions so that children receive consistent care and support for their learning and development.

### **Inspection judgements**

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

The playgroup is failing to meet some of the learning and development requirements. This failure is because activities lack purpose and some staff lack the skills and knowledge of how to build on or extend children's experiences. While they spend time with children engaged in their play, the quality of their interactions and questioning does little to challenge children's thinking skills or consolidate what they already know. For example, during a dough modelling activity, staff praise the children for what they are doing and say 'well done' when they make shapes and models. However, they do not encourage children's learning by talking to them about the shapes or encouraging children to talk about and describe what they are making.

There is evidence to demonstrate that planning takes place. However, the current systems are weak as activities are not matched to children's needs and therefore have little impact in supporting them in making progress. Systems to observe children are variable in quality. Staff identify children's next steps for learning although these have little purpose and therefore future learning intentions are not focused enough to build on children's progress. The provider demonstrates some awareness of the required progress check for children aged between two and three years and has some evidence to demonstrate how this is being completed. However, the information provided is not consistent with requirements and does not provide parents with an accurate summary of their child's development.

Children play in a suitably resourced environment indoors, where they move around and freely access the range of resources available. They have access to and confidently use various electrical toys and equipment, including laptops and other battery operated toys. Most children demonstrate a suitable understanding of how to work such equipment as they independently navigate their way through the various educational programmes. The home corner area provides children with a safe space to play their own made up games with their friends and resources available are in suitable condition. There are sufficient opportunities for children to practise their mathematical skills when they play matching and sorting games, and they are encouraged to count in everyday activities. For example at snack time they take turns to count the number of children and work out how many slices of toast that they need for everyone on their table. Children are beginning to learn letters and sounds through songs and parent's comment that their children continue this at home.

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

Children are happy and content in their environment. The key person system supports them in forming close and trusting relationships with the staff, who show genuine care and concern towards them through their positive interactions. They spend their time at the children's level engaging in their play, praising and encouraging them for their efforts.

Suitable adult to child ratios are maintained and on the whole staff are suitably deployed throughout the playgroup, providing children with sufficient levels of support. However, at times throughout the day, children are inappropriately grouped together. For example during circle time all the children sit together to engage in a phonics activity. However, no adaptations are made to accommodate the needs of the less able children or children who speak English as an additional language. This does not support all children in gaining the necessary skills they will need for school.

Children behave well and enjoy their time at playgroup; they listen and respond appropriately to staff and the play co-operatively with each other. Overall, they have sufficient opportunities to develop their independence and self-care skills as they learn to manage their own needs. They take charge of their own play as they move around the hall freely choosing activities and they are able to go to the toilet independently. There is also some opportunity at snack time for them to help themselves and serve others. Children are beginning to develop their awareness of safety through the gentle reminders that they receive from staff while they are engaged in their play.

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

Overall, the playgroup is poorly organised and managed. The capacity to secure future improvements is weak and there are no systems to monitor the quality of the provision. Consequently, some of the recommendations and actions from the last inspection have not been suitably met. In addition, several requirements are not being met. For instance, the poor record keeping systems has led to some required documents and records not being available for inspection. For example, records to demonstrate that all staff have completed the required suitability checks are unavailable for some staff. In addition, there are no systems in place to ensure that while staff wait for the outcome of their suitability check, they are not left unsupervised with children, which places children at risk. Furthermore, the risk assessments do include outdoor equipment and as a result, many are in poor condition and not suitable for purpose.

Staff have a limited understanding of their responsibility in delivering the learning and development requirements. They are not sufficiently observing children's progress and using this information to plan activities that are based on children's individual needs. Information about children's achievements is inconsistent and this means they are not able to share information effectively with parents and other professionals involved in children's learning to promote continuity which limits the progress children make. Overall, partnerships with parents are generally sound. Parents say they are satisfied with the setting and compliment the staff on their kind and caring approach. They describe the playgroup as a home away from home and they inform that they are regularly updated regarding their children's care and learning. However, information gathered from parents is not always used effectively to extend and support children's future learning. In addition, the weaknesses in the observation and assessment systems mean that staff are unable to provide parents with accurate information about their children's learning and development.

This restricts continuity in children's learning between the playgroup and home.

The playgroup has established some links with the local authority and other professionals involved with children, with whom they attend meetings. However, again they do not use the information shared effectively to support children's overall needs. In addition, they have yet to establish partnerships with other early years providers that children attend. This does not promote a shared approach to supporting children's learning and development.

### 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

<b>Unique reference number</b>	135391
<b>Local authority</b>	Enfield
<b>Inspection number</b>	813845
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Sandra Pearce
<b>Date of previous inspection</b>	24/10/2008
<b>Telephone number</b>	020 8363 3953

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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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