

Dinosaurs Playgroup

Campsbourne Play Centre, Newland Road, Hornsey, N8 7SL

Inspection date	13/03/2013
Previous inspection date	21/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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		2
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 make good progress in all areas of development and learning because staff engage in children's play and question them well, which stimulates their thinking and imaginations.
- Staff offer a wide variety of interesting resources that are very well organised; this arrangement enables children to be independent and fully engaged in their play and learning.
- Children learn to recognise their own names learn about letters of the alphabet and count to ten and beyond, which will stand them in good stead in the next stage in their lives, the school.
- Parents are welcome and encouraged to participate in children's learning, which contributes to children's progress.
- The manager and the playgroup staff are determined to develop the provision further for the children, having a useful plan for development.

It is not yet outstanding because

- Children who learn English as an additional language need extra time and opportunities to practise speech and learn new words to develop their spoken English, as quickly as possible.
- the performance management system is not fully developed and as a result practitioners are not fully supported to offer children best possible care and education.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play both indoors and outdoors, during snack times, in adult-led and child-initiated play.
- The inspector carried out joint observations with the manager.
- The inspector had discussions with the manager, staff, children and parents.
- The inspector reviewed a representative sample of documentation.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

Dinosaurs Playgroup opened in 1999 and registered with Ofsted in 2001. It is run by the Dinosaurs Playgroup committee. It operates from the Campsbourne Playcentre, adjacent to Alexandra Palace Park in the London Borough of Haringey. Children have use of two interconnected play rooms and access to a outdoor play area. The playgroup is in receipt of funding for free early years education for two, three and four-year-old children. It is open during term-time from 9.15am until 12.45pm every weekday, except on Fridays when it closes at 11.45pm. The playgroup is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 22 children in the early years age group on roll, attending a variety of sessions. The playgroup employs four staff all of whom have appropriate relevant qualifications. The playgroup supports children who have special educational needs and/or difficulties and those who learn English as an additional language.

What the setting needs to do to improve further

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

- provide opportunities for children to participate in meaningful speaking and listening activities, preferably in smaller groups, so children who learn English as an additional language can progress quickly in their spoken English
- further develop supervision of staff so that practitioners feel fully supported and able to offer children best possible care and education.

Inspection judgements

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

The playgroup benefits from the use of a purpose built hut on the edge of a large park. The children play indoors in two large playrooms, where they enjoy a wide variety of activities. The staff are purposefully engaged in attending to children's needs, listening to them and joining in their games.

All children are imaginative and play very well together. They make good use of the range of resources and interesting materials adults organise for them. For example, two children build a castle out of sand and imagine this is "the giant's castle". Another child makes a two headed creature out of a versatile construction set and imagines this creature talking to him.

Children listen to stories on comfortable settees in a book corner. They choose the books they are interested in and adults respond by sitting with them, making children feel safe and happy. Close by, children find puppets and soft toys with which they can re-enact the stories so they feel they, themselves, are the story makers. This helps build their self-confidence and better understanding of the story plot for all.

Children count using numbers to 10 and beyond, as they help staff with the attendance register. Children enjoy practising counting as they sing nursery number rhymes. They learn about shapes as they put together challenging puzzles with help from adults. Children already recognise their written names and learn about letters and words. These skills prepare them well for the next stage in their lives, the school.

Children who learn English as an additional language make good progress in their learning and development overall. At times they demonstrate extremely good understanding of English. However, chances to practise spoken English are less frequent and because of this, they appear less confident to talk in English. They are confident to select their own games and to play with other children and at times practise their home language in play.

The adults in this playgroup have a very good knowledge of children's needs and know the most effective ways to promote their learning further. Each child is assigned a 'key person' who is responsible for learning about each child's interests and learning needs from the time they start. Key persons systematically monitor children's learning and development. They relate detailed observations of what each child enjoys doing to national guidance documents, so that they identify early if any child is in need of any additional intervention.

Parents are made to feel welcome in this playgroup. The key person of each child builds mutually respectful and trusting relationship with the child's parents, inviting information about the child's home hobbies and pursuits, so these can be incorporated in the planning of activities to maintain ongoing interest.

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

The key person system is effective and children feel secure and happy in this playgroup. They know who their key person is from the start and they have constant reminder of this by looking at their personal drawer on which there is a picture of their key person. Families are welcome in this playgroup and parents work together with the staff for the benefit of the children.

The playgroup management has well-established and clear routines and children know what is expected of them at all times. Adults model friendly and respectful relationships and as a result, children are kind towards one another in this playgroup. For example, an older child helps a younger one push her buggy up the small hill in the playgroup garden.

Children enjoy learning in this playgroup. Resources and equipment are very well organised and set out in such way to enable children to create games independently.

Children are confident and choose activities they want to do and have stimulating resources both indoors and outdoors. Children are proud of their achievements and keep their best work in Profile Books, in their drawers. These are carefully put together by staff for each child and frequently used, which helps children be aware of their learning and feel in control of their lives.

Children have a healthy life style while attending this playgroup. They enjoy fresh air and physical exercise daily, eating healthy snacks such as bread sticks and fruits. Children make use of a wide range of equipment and resources in their large outdoor space. They ride tricycles, run up and down the hill and play football. Adults support children to take risks and to try out climbing frames with some degree of challenge. This enables children to learn about keeping safe and becoming confident in using their bodies.

The playgroup offers children spaces to relax and be comfortable as well as be active and explorative. Resources and tools are very well organised, which enables children to be independent and confident in their play and learning. This prepares them well for the next stage in their lives in school.

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

The manager is fully engaged in the life of the playgroup. She reads stories to children, listens and responds to their needs. This means the manager continues to lead by example and continues to be part of the staff team.

The manager closely monitors children's well-being and progress in learning. She leads regular staff meetings to ensure that activities and experiences planned reflect children's interests and contribute to their all round development.

The manager supports staff in making detailed observations of children's interests and learning needs. She ensures that staff make use of the guidance documents to check children's attainments and plan for their next steps in learning. As a result, children make good progress and any additional interventions needed are identified early. The playgroup has developed strong links with health professionals who advise and support staff in effectively responding to children with additional needs.

The provider, manager and staff make children's safety their priority. There are rigorous recruitment systems to ensure all adults are cleared as suitable to work with children. Staff have secure knowledge of child protection issues and undertake regular checks of the environment, minimising risks of accidents. The manager and staff use effective systems to account regularly for all the children in their care. Daily registers are used to record days and times of children's attendance. Entrances and exits are controlled so that children are safe from possible unwanted intruders.

The manager responded fully to recommendations made in the last inspection report and has several plans to develop and improve the provision further. For example, the manager

and staff have been working closely with a playground development company making plans to refurbish the garden. Part of the development will be a relaxing sitting area for parents to meet in good weather and a canopy over the patio, so children can play outdoors even when it is raining. The manager is collaborating closely with the local authority which helps the playgroup with funds toward this development.

Staff are regularly supported by the manager in their work and they work together in the planning and delivery of activities. However, systems of supervision and performance management are informal and not yet fully effective. As a result, practitioners are not fully supported to offer children the best possible care and education, such as for those children learning English as an additional language.

The playgroup has developed strong collaborations with outside agencies, such as the local authority advisers and health professionals, which is beneficial to all children. The staff are members of the local community and the playgroup's future plans propose to make this setting even more an intrinsic part of its community.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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 action. 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	140414
Local authority	Haringey
Inspection number	813980
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	21
Name of provider	Dinosaurs Playgroup
Date of previous inspection	21/06/2011
Telephone number	020 8341 9008

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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, which are usually the childminder's 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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