

# Right Start Playgroup

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

## Inspection date

25/04/2013

Previous inspection date

04/02/2013

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children settle quickly into the setting and enjoy the company of the friendly staff who make themselves available to sit with the children and engage in their play.
- Children have the opportunity to move between the indoor and outdoor spaces during the session and benefit from fresh air and exercise.
- Children's dietary needs are met in partnership with parents and they are encouraged to develop good health and hygiene practices.
- Activities on offer cover the seven areas of learning and focus is given to children's interests.

### It is not yet good because

- the environment is not organised well to ensure that it extends children's learning effectively
- children's cultural backgrounds and home languages are not all reflected in the learning environment to further children's sense of belonging
- planning of activities is not always effective to extend children's development of language and literacy.

## 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.

## Inspection activities

- The inspector observed children's play in the hall and in the outdoor area.
- The inspector talked with some staff and children within the setting and held discussions with the nursery manager and provider.
- The inspector looked at a sample of records and documentation including plans and children's progress records, the safeguarding policy and the setting's self-evaluation.
- The inspector took account of the views of parents through sampling available documentation and discussion with them on the day of the inspection.
- The inspector completed a joint observation of a routine activity with the manager.

## Inspector

Helen Steven

## Full Report

### Information about the setting

Right Start Playgroup registered in July 2012. The playgroup operates from a hall in Enfield Baptist Church, in the London Borough of Enfield. Children have use of the hall and have access to an outdoor play area.

The setting is registered on the Early Years Register. The group operates from 9.30am to 12.30pm, Monday to Friday during term times. There are currently 26 children on roll. The setting cares for a number of children who are learning English as an additional language. Children aged three and four years receive funding for nursery education.

The provider employs five staff, of whom four hold appropriate childcare qualifications at levels two and three. One staff member is working towards a National Vocational Qualification at level two.

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

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

- develop the learning environment, both inside and out, to plan, challenge and extend children's learning across all areas, particularly giving children opportunities to explore mathematics and literacy in everyday play
- ensure that children's backgrounds and home languages are reflected in the setting to further give them a sense of belonging
- develop children's vocabulary by providing different opportunities for them to learn and use an increasing number of words in different situations.

### Inspection judgements

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

Children arrive at the setting and quickly engage in activities, which keep them busy throughout the session. Some new children are a little upset on arrival but are supported by the staff to feel welcome and are happy when they come into the room and play with the available resources. A varied range of activities are set out, which covers play in all areas of learning. However, not all have been planned effectively. For example, young children who display an interest and understanding in letters and numbers have limited opportunities to practice their skills. Other children have shown an interest in shops and

staff have set up a table with food containers and tills. The food boxes in the shop do not reflect the backgrounds of all the children. Furthermore, opportunities to promote mathematics and literacy are missed. For example, there are no prices on the food and children are not enabled to make shopping lists. Nevertheless, children enjoy pressing the buttons on the till to find out how this works, playing with money and pretending to buy the items. Staff count and talk about colour during children's play. Children concentrate on carefully moving the beads and watching them glide down the bead run.

Staff are linking learning opportunities to children's interests, which overall progress their learning and support their next stage in learning. Next steps are identified by children's key persons, but these are not always effectively included in planning, which means activities do not consistently build on children's interests and abilities. The staff gather information when children first start and record children's achievements in individual learning journals that are shared with parents. They have systems in place to carry out summaries of children's progress, including the required check for children aged two years.

Children are introduced to the pleasure of reading as they independently access books from a cosy book area. They have the opportunity to share books with staff who talk to them about the pictures and encourage them to feel the textures. Children turn the hands on the clock in a book about time. They are engrossed in the story and are asked to count the numbers of clocks in their house when they get home. Children can write and draw with crayons, pencils and chalks although there are no name prompts to help them recognise and attempt to write their names. Some signs in the environment do not support children in learning the formation of letters in order to prepare them for moving onto school. Staff encourage children's language and communication as they talk with them during their activities, describing what is happening and asking questions. However, sometimes staff ask questions that only require one word answers. Furthermore, at times children are not given enough time to respond before staff answer for them.

Children pretend to make sandwiches using the plastic food set out with cutlery and crockery. They identify the items for their sandwiches and stack them high. Small world toys are a favourite and children push their cars around the setting. They whizz them down the slopes of the wooden garage and get satisfaction when spinning the wheels with their fingers. Children choose items from a box of dressing up toys and look at their own reflection in the mirror. In the garden, they roll balls and cars down guttering and by changing the angle children discover that they can make the items travel faster. Children learn about volume and measure as they dig and fill containers in the sand pit. They choose to sit and bury their legs under the sand and as they stand up and wiggle they watch the sand cascade off them. There are opportunities for growing plants in order to explore nature. Children enjoy washing and drying up their plates and cups after snack time. This, along with being encouraged to tidy up the toys, helps children have a sense of responsibility.

The provider has increased the days the playgroup operates and therefore a number of new children are currently settling in. Children demonstrate that they feel safe and secure as they are supported by their key person. Staff make themselves available to engage with children, for example, they sit in the book corner or at the table activities. Established children are confident in moving around the activities and ask to go outside to play. Staff demonstrate that they are aware of children's interests, likes and dislikes. Overall children behave well and staff implement various strategies to encourage children to share and take turns. For example, young children squabble over a till so the staff make use of a sand timer to encourage them to have a fair amount of time each. Staff offer children praise and encouragement and role model good manners and respect for others. Children play alongside their peers and at times share their ideas, for example, during role play.

There are some opportunities for children to learn about independence, for example, when using the toilet. They develop an understanding of healthy lifestyles, as they play outside every day. In partnership with parents the staff provide the children with a nutritious snack. They can choose from a wide range of colourful fresh and dried fruits as well as having a drink. The snack is organised so that children's play is not disrupted and they can come to the table when they are thirsty or hungry. They place their fruit on their plates and are offered water or milk, which the staff pour for them. Children are encouraged to practice appropriate personal hygiene routines. They are reminded to hand wash after toileting and before their snack. A number of young children are in nappies; staff check the children during the session and change those who require it. A screen provides privacy for children being changed in the room and staff keep records of those children who have required a fresh nappy during the session. Potties are available and children are supported in using the adult size toilets until they are confident in using them independently.

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

Staff have a secure awareness of issues regarding safeguarding in order to soundly protect children in their care. Visitors are reminded that mobile phones are not to be used in the setting. New staff have safeguarding issues highlighted on their induction. Staff demonstrate that they have a secure understanding of how to provide a safe play environment for children. They are deployed appropriately to ensure ratios are met indoors and outdoors to promote the safety of children choosing to move between the two areas

Staff have a sound awareness of the areas of learning. The provider has systems in place to evaluate the setting. They have visits from the local authority development workers who have drawn up actions on how to improve the playgroup which the staff are planning to address in order to improve the outcomes for children. The provider has not fully met the recommendation from the last Ofsted inspection to promote children's literacy skills. She contributed positively to this inspection and reports that she is aware that at this time the setting is not sustaining the standards reached at the last visit. However, she shows a positive attitude to drive improvement by monitoring the quality of provision more vigorously to ensure standards are raised and maintained.

The provider demonstrates commitment to providing ongoing professional development for the entire staff team and most of the staff hold appropriate early years qualifications. Staff have a friendly relationship with parents. Staff seek feedback from parents at the end of each term and address any issues arising from this. A complaints policy is in place and parents are able to approach the staff, manager or provider with any concerns. Any issues raised are reviewed in order to improve practice. For example, they now have spare nappies for parents who have forgotten to provide these for their children. Parents feel that this is a friendly setting, the children are happy and the staff are 'nice'. They are able to chat with staff and receive information about their children's progress. They feel that their children enjoy 'laid back play'. Some report that their child's culture and language are not represented in the setting, which means these children do not fully develop a sense of belonging. The provider is committed to working alongside other agencies when needed in order to support children's specific needs. Links with local schools are being forged to support children who are moving on.

## 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

<b>Unique reference number</b>	EY448548
<b>Local authority</b>	Enfield
<b>Inspection number</b>	914696
<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>	26
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Angela Palmer
<b>Date of previous inspection</b>	04/02/2013
<b>Telephone number</b>	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, 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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