

# St Mary Magdalene Playgroup

Windmill Hill, Enfield, Middlesex, EN2 7AJ

## Inspection date

24/02/2014

Previous inspection date

25/02/2013

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

4

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## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy and settled. Staff ensure new children are supported to enable them to feel comfortable in their surroundings.
- Children enjoy indoor and outdoor play to support their learning and experiences.
- Staff use questioning techniques well to promote children's language development. They work closely with parents to ensure children who speak English as an additional language are supported.
- Staff have developed positive relationships with parents to support children's care and learning.

### It is not yet good because

- There are few opportunities for parents to contribute to children's initial assessments to enable staff to effectively build on children's learning and development.
- Staff have not fully established links with other early years providers involved in children's care to support and extend their learning.
- Staff who prepare and handle children's food do not hold the required training, and staff do not consistently promote children's hand hygiene routines to support their well-being.

## **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, indoors and outside.
- The inspector and manager undertook a joint observation of a daily routine.
- The inspector discussed the childminder's development plan and self-evaluation.
- The inspector sampled documents including children's development records, policies and procedures.

## **Inspector**

S Campbell

## **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. There is an enclosed outdoor play area.

The playgroup is open each weekday from 9am to 3.15pm on Wednesdays when it opens from 9am to 12pm term time only. There are currently 32 children aged from two and a half to under five years on roll in the early years age group. The children attend a variety of sessions. 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.

The playgroup employs five staff; of these, two hold a relevant early years qualification and one staff are working towards a qualification. The setting receives support from the local authority.

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

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

- obtain written parental consent for the administration of medication (both prescribed and non-prescribed)
- ensure all staff involved in the preparation and handling of children's food receive training in food hygiene.

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

- extend opportunities to enable parents to contribute to children's initial assessment to support their learning
- develop links with other early years providers involved in children's care to support and extend their learning
- develop children's understanding of the importance of good hygiene practices as part of a healthy lifestyle, with particular regard to hand drying routines.

## Inspection judgements

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

Children show that they enjoy their time spent at the playgroup. Through discussions with parents staff obtain some information about children's learning. However, parents are not effectively encouraged to contribute to children's initial assessments so that staff can effectively build on what children already know. Nevertheless, through consultation records parents are able to share children's experiences, events and interests from home. This allows parents to share information with staff about children's learning and development. Staff provide a varied range of experiences that promote children's interests from home and through ongoing observation and assessments. Staff demonstrate a good understanding of Early Years Foundation Stage and plan activities that support children's next steps in learning.

Children have access to a good range of age appropriate books. On their arrival to the setting they benefit from looking at books independently. Staff have created a cosy den book area. Children take pleasure listening to 'talking books' on compact discs with staff, and cuddle up close with their friends under blankets. Others benefit from listening to pop-up animals books and imitating animal sounds. This effectively promotes children's interest in reading. Staff provide good opportunities for children to make meaningful marks through both indoor and outdoor play. Children draw pictures using dabber felt pens. Staff use this as an opportunity to ask children open ended questions to describe what they have drawn. Children tell staff that they drawn keys, but they are broken. Staff extend children's communication and thinking skills further by asking children "Who do we need to fix the keys?" Children respond "Bob the Builder". More able children draw recognisable letters as they write their name on their artwork, which help children to gain a good understanding that words carry meaning.

Staff enable children to enjoy fun and purposeful outdoor play. Children excitedly look for mini beats in the outdoor area and take pleasure in showing adults their findings. For example, they find worms and measure them using a tape measure. Staff encourage children to think about which is smaller and bigger while comparing size. Children show a keen interest in measurement and as they measure their feet as well as those of the staff. They tell staff that the size of their foot is 'eighty eight'. These activities encourage children's developing interest in mathematics and prepare them well for school.

Staff provide children with access to with laptops and they use the touch pad mouse confidently to navigate their way around various programmes. They concentrate well while playing matching games to help them develop a good understanding of using everyday technology equipment. Staff plan a varied range of cultural events to support children's understanding of the wider community, for example Scottish and Italian week. Staff show children traditional Scottish highland dancing, and play Scottish music. For Italian week children are encouraged to try traditional foods, for example pasta and making an individual pizza. In addition, staff teach children basic single words in Italian, for example good morning, milk and water. Staff value diversity, and ensure children who speak English as an additional language are supported by obtaining key words to aid

communication. This promotes an inclusive environment and enables children to develop a good sense of belonging.

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

Children are cared for in a relaxed and caring environment. The key person system enables staff to meet children's individual needs and support their learning. Consequently, children including those who are new, show that they are comfortable and confident in their surroundings. While taking part in group activities staff ensure all children are included. New children happily sit on staff's lap and smile while they are encouraged by staff to join in group activities, for example singing songs. Staff ensure children's progress check at age two are undertaken in partnership with parents to support children's future learning. Staff have developed sound links schools to help the move to go smoothly when the time comes. Staff complete reports for children who transfer to school to share their learning and development to date. However, effective links have not been fully established with other early years settings to support and extend children's learning.

Through appropriate hygiene routines children wash their hands at appropriate times. Staff talk to children about why they should wash their hands to develop their understanding of the importance of not spreading germs. However, staff do not always encourage children's understanding of all aspects of good hygiene routines. For example, children who are not confident using the hand dryer share a towel. In addition, required consents for medication are not in place. Staff who prepare children's food have not attended training in food hygiene. This is a breach of requirements. However, snacks are nutritious enabling children to benefit from a healthy diet and gain an understanding of foods that are good for them. Children show that they enjoy the social snack time with their friends and staff. Staff encourage children to share their experiences during the recent school half term break. Consequently, children take pleasure sharing that they have sparkly pink nail polish in their cupboard or when they visited a restaurant.

Staff promote children's independence at snack time by allowing children to choose what they would like to eat. Children show kindness and consideration toward their friends because they automatically help less able children by pouring their drink. Overall, children are well behaved. Through everyday routines staff praise children for their achievements and effort, for example putting on their coat and shoes. This helps children to feel proud. Staff demonstrate a secure understanding of managing children's unwanted behaviour, which means children develop a positive understanding of right from wrong. Staff talk to children about the importance of handling scissors correctly, and why not to run while using pencils so that they develop a sound understanding of keeping themselves safe.

Children enjoy daily outdoor play, and staff provide a range of resources and equipment to promote children's health through exercise. Children enjoy playing hide and seek with their friends and joining in group games, for example 'crocodile'. Others enjoy playing on the climbing frame and using dabber felt pens to draw. Staff plan a range of physical indoor activities to enable children to use a range of movements, for example taking part

in action songs.

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

Staff are familiar with safeguarding procedures to promote children's welfare. They demonstrate a secure understanding of what to do if they are concerned about a child in their care. Although staff ensure medication administered to children is recorded, written parental consents are not consistently obtained to promote children's well-being. This is a breach of requirements.

Since the last inspection staff have addressed all actions and recommendations, which demonstrates their capacity to maintain continuous improvement. Documentation is readily available for inspection. There are appropriate vetting procedures in place to ensure children are cared for by suitable adults. Volunteers are supervised at all times to ensure they are not left alone with children. Effective observation and assessments are now in place to enable staff to track and plan for children's learning, development and individual interests. This includes the undertaking of children's progress check at age two. The outdoor play area is undergoing a refurbishment to ensure it is child centred. Staff carry out risk assessments to promote children's safety.

Management now undertake individual staff supervision and appraisal to support staff's professional development and identify training needs, which promotes positive outcomes for children. There are processes in place for developing a culture of reflective practice. Consequently, the outdoor play area will be fitted with soft flooring and fixed resources in the imminent future. Staff are reviewing policies and procedures and further developing children's profile books. Staff and management receive ongoing support from the local authority to enhance children's learning. Staff have developed good links with children's school to aid transitions. However, links with other early years providers involved in children's care are not fully developed to support children's progress.

Staff have developed secure relationships with parents, and they are able to contribute to children's development records. This allows them to support children's learning. Staff actively welcome parents' contribution to children's learning in the playgroup by encouraging them to take part in activities, for example reading stories and cooking activities. Through regular newsletters parents are given the opportunity to extend children's learning at home because it includes information about topics. Positive responses received from parents. Overall, they happy with the care and service provided including meeting children's individual needs.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	909931
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Sandra Pearce
<b>Date of previous inspection</b>	25/02/2013
<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, 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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