

# Rosemary Gardens Playgroup

Rosemary Gardens, Southgate Road, London, N1 3JR

## Inspection date

28/11/2014

Previous inspection date

18/11/2008

## 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

- Staff have a strong knowledge of how children learn and develop. They make very good use of questioning to promote and extend children's learning. As a result, children are fully engaged in their activities and make good progress in their learning.
- Children's personal, social and emotional development is fostered well. The children are happy, play well together and enjoy their interactions with all staff. They are confident in making choices and to try new things in their play.
- Partnerships with parents and other professionals are strong. As a result, parents are involved in their children's learning and can access all the support they need.
- The manager and the staff team work very well together and have a good attitude for development. Therefore, there is strong support for professional development and this has a very positive impact on outcomes for children.

### It is not yet outstanding because

- The organisation of some group activities does not fully extend the learning for children who need additional support because they are too large.
- Resources that promote the use of technology are not always available for children to use to help extend their understanding of this area.

## **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 had a tour of the premises with the manager.
- The inspector observed the children's activities inside and outside.
- The inspector carried out a joint observation with the manager and staff.
- The inspector took account of the views of the parents.
- The inspector held a leadership and management meeting with the manager and sampled key documentation.

## **Inspector**

Carolina Montesinos

## Full report

### Information about the setting

Rosemary Gardens Playgroup is run by a management committee and registered in 2008. It operates from a purpose-built playgroup situated in a small park, in the London Borough of Islington, on the borders of Hackney. Children access one main room, a small room, bathroom and enclosed outdoor space. There are currently 20 children on roll. The provider is registered on the Early Years Register. The playgroup is open each weekday from 8.30am to 3:30pm, during term-time only. A total of five staff work at the playgroup, two of them work part-time. All staff hold recognised early years qualifications and the manager has an early years degree. The playgroup receives training and support from the local authority.

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

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

- improve the organisation of group activities to fully extend learning opportunities for all children
- extend the range of activities and resources to support children's understanding of technology.

## Inspection judgements

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

Staff are skilled and have a strong knowledge of how children learn and develop. They make very good use of questioning and provide highly enabling interactions to promote and extend children's learning. As a result, children are fully engaged in their activities and make good progress in their learning. For example, children enjoy using their senses to explore and using language to talk through what they do, and describe what they see and feel, as they make special festive play dough. Children use a range of descriptive words, such as gooey and sticky and extend their thinking skills, as they estimate how much flour or water to add to the mix to make it the right consistency for playing. The quality of teaching is consistently good and staff have high expectations of all children. They promote children's language development and introduce new concepts. They further, guide and demonstrate to the children in order to support their learning. For instance, staff teach children a folding technique for mixing the dough, they demonstrate and use examples of when this is used, such as when baking bread. This initiates lovely conversations about children's home experiences followed by children expressing, 'Look, I am folding it!' However, some group activities do not fully extend the learning of some children who need additional support because they are too large. This means, some

children get fewer opportunities to talk compared to other children who are more confident. Nonetheless, staff carefully observe all children and keep a record of this in children's files. This allows them to target learning needs in their planning effectively overall. The use of early intervention work well in staff identifying children's specific and additional needs and ensures that strategies are in place to support those who fall behind in their learning. This means staff work in partnership with parents and other professionals in order to offer targeted support to children who need it. This helps children make progress in their learning and educational gaps close rapidly.

Staff support children's personal, social and emotional development very well. Consequently, children develop good friendships and greet each other enthusiastically on arrival. This contributes to developing strong social skills and fosters a happy environment. Staff make the most of unplanned opportunities to extend children's learning. They use available resources well to ensure children have the correct tools to complete a task. For example, children participate in making snack and cut up their own fruit using individual children's knives. Therefore, staff provide children with opportunities to successfully build their physical skills through their daily routines. Staff offer a wide range of activities indoors and outdoors, and across the curriculum. However, resources that promote the use of technology, such as the children's computer, are not easily accessible or always available for them to use. Therefore, staff miss opportunities to further extend children's understanding of this area.

Staff provide a range of ways for parents to access information and communicate with them. This includes sharing with parents the required progress checks for two-year-old children. This contributes to meeting the needs of the children and to having a unified approach to ensure they learn and achieve. Therefore, children make good progress from their starting points on entry to the playgroup.

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

Staff are kind and caring. They support children very well through the settling-in period. This means, the role of the key person promotes effective two-way communication with parents and provide strong relationships for children. As a result, children develop secure attachments with staff and settle quickly. Children are happy, play well together and enjoy their interactions with all staff. They are confident in making choices and to try new things in their play. Staff promote children's independence and children learn to manage their own personal needs well. This contributes to preparing children for future learning. Staff are skilled in helping children learn how to play cooperatively, share and take turns. They talk to the children about the golden rules; for example, they remind children that sharing is caring and display signs around the room. Staff also ensure children access resources well and set positive boundaries. All of this contributes to creating a relaxed and purposeful environment.

Children have regular access to fresh air and exercise. Daily routines ensure children have ongoing access to the enclosed outdoor space. Children enjoy exploring water play and practising their mark-making skills outside. They also engage in high-energy activities,

such as riding scooters, walking and balancing on bucket stilts or large construction games. This helps promote children's physical development and health. Staff promote good hygiene practice and remind children to wash their hands before meals or when participating in making food. Children have access to drinking water through the day. Meal times are social occasions, children and staff sit together to have lunch and have lovely conversations. Children bring their own pack lunch from home. Staff work in partnership with parents to promote healthy eating and offer menu advice for parents. Therefore, children's pack lunches are nutritious and well balanced, containing a range of fruit, vegetables and sandwiches. Staff prioritise the safety of the children; they supervise children well during their activities inside and outside. Security systems are strong, including a video intercom to ensure only parents or visitors with appointments come into the nursery. Additionally, staff conduct daily checks of the premises to ensure it is safe for children to play. This helps promote children's safety and welfare. Staff teach children about safety and involve children in fire evacuation drills, which teaches children what to do in case of an emergency. Staff also plan activities and games to teach children about road safety. For example, staff use traffic lights in the outdoor area.

Staff proudly display children's work and pictures, which promotes their self-esteem. Staff promote diversity and provide a wide range of multicultural resources and activities, such as dressing up clothes, books, utensils and dolls. Staff use key words in children's home languages and the role-play area has labels in different languages. This enables good communication and language development. Staff plan international day and invite parents, who bring foods from around the world to celebrate diversity. This promotes a welcoming and inclusive environment.

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

The manager and the staff team have a strong knowledge of the learning and development requirements. The use secure systems of observation, assessment and planning support the staff in monitoring children's progress effectively. This includes records to identify if there are any gaps in children's learning, enabling staff to successfully tailor planning to children's individual needs. The manager reviews children's learning journals to monitor the delivery of the educational programme and complete group assessments. This means that children are supported well and make good progress in their learning and development. The enthusiastic and well-qualified staff team work together well to provide consistency for children.

The management and staff have a good understanding of the safeguarding and welfare requirements. Staff are familiar with the nursery safeguarding policy. All staff have a good understanding of the child protection procedures, including the possible signs that a child may be at risk of harm, and how to record and report concerns. They are also aware of the procedures to follow if they have concerns or receive allegations about staff practice. This helps to ensure that children are protected effectively while in the nursery. The designated safeguarding officer and the staff team have attended safeguarding training to ensure that they understand their roles and responsibilities. There are robust recruitment,

induction and supervision arrangements to check the ongoing suitability of the staff who work with children. All staff are qualified in childcare and have completed paediatric first-aid training. Staff complete risk assessments regularly to help ensure that the indoor and outdoor areas are safe and suitable. Staff share policies and procedures with parents to keep them informed of the nursery provision. Hard copies of relevant documents are always available in the foyer for parents to refer to. This includes the policy and procedures for administering medicines to children while on the premises. Management maintain all the required documentation including parent permissions to support children's safety and welfare. Records are easily accessible and stored securely to maintain confidentiality.

The manager and the staff team work very well together and have a good attitude for development. There use a robust self-evaluation process and the manager effectively monitors the provision by working closely with local authority professionals. This means they receive environment and learning audits, which inform their action plans. There is a self-reflective culture among the staff team, for example, they observe each other's practice and discuss their provision during team meetings. Staff access a good range of training courses through the local authority programmes and the provider supports staff as they further their qualifications. For example, the manager is due to start an early years teacher training course and self-evaluation training has been planned for staff. This means there is strong support for professional development and this has a very positive impact on outcomes for children.

Strong partnerships with parents, carers and others involved in children's care help staff to meet children's needs. Staff liaise with other professionals so that children receive any additional support they need. Parents receive detailed information about the nursery through the parent pack, notice boards and regular visits. Parents are very positive about the playgroup and the enthusiastic, friendly, supportive staff. Staff take into account of parents' views through surveys and key-person meetings. This helps them evaluate their practice and parents feel involved. Staff establish good links with feeder schools and organise visits from teachers to help prepare older children for their move on to school.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY365176
<b>Local authority</b>	Islington
<b>Inspection number</b>	815515
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Rosemary Gardens Playgroup
<b>Date of previous inspection</b>	18/11/2008
<b>Telephone number</b>	020 73543587

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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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