

Norwood Green Playgroup

Norwood Green Junior & Infant School, Thorncliffe Road, SOUTHALL, Middlesex, UB2 5RN

Inspection date	12/12/2014
Previous inspection date	16/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Educational programs are exceptionally well focused to include children's individual development needs. Children are constantly engaged because the quality of teaching is exceptional, and challenging activities are planned.
- Staff have a sharp focus on developing children's communication and language skills through the use of good questioning techniques and using signing.
- Children's behaviour is exceptional because staff are inspiring role models. As a result, children are learning to be independent and confident.
- The management team are committed to developing staff skills and offer ample opportunities for training, consequently, outcomes for children are excellent.

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 activities and interactions between staff and children.
- The inspector talked with staff and children at appropriate times.
- The inspector and manager carried out a joint observation in the garden.
- The inspector looked at the children's learning and development files, and planning.
- The inspector spoke to parents.

Inspector

Deborah Found-Bloodworth

Full report

Information about the setting

Norwood Green Playgroup is run by the Governing Body of Norwood Green Infant and Nursery School. It originally opened in 1999 and was re-registered in 2009. It operates from a room within Norwood Green Infant School in Southall, in the London borough of Hounslow. Children have access to a secure enclosed outdoor play area. They attend from the local and wider community. There are currently 19 children on roll that attend for a variety of sessions. It is open each weekday from 9.45am to 11.45am, during term time. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs four full-time staff and three of these hold appropriate early years qualifications. The playgroup is registered on the Early Years Register. The setting is in receipt of funding for the provision of free early education to children aged two.

What the setting needs to do to improve further

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

- further enhance opportunities for children to explore information technology resources.

Inspection judgements

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

Children at the playgroup receive exceptional learning experiences from highly skilled staff. The staff have an excellent understanding of how children learn through play. The staff provide an inspiring range of interesting activities and inviting resources that children find exciting. For example, children's imaginations are captured as they search the setting for the missing white dog, from their story earlier in the week. All the children celebrate and show each other the white dog when they find it hiding behind the curtain.

Children's speech and language are promoted highly effectively by committed and knowledgeable staff. Staff consistently speak to children, getting down on the floor at their level, and using hand signs to complement the use of language. The quality of staff's questioning skills is excellent, which encourages children to think about their answers. Furthermore, staff identify those children that need additional support to further promote their language development. Timely interventions are put into place, working in partnership with parents and other professionals. Consequently, gaps in learning are narrowing quickly. An exceptionally well-resourced outdoor environment helps children to develop excellent physical skills. Children have a wonderful time riding bikes confidently around the garden or digging in the mud pit for worms. Children have excellent opportunities to explore nature in the forest school, experiencing the changing seasons

and collecting natural resources. As a result, children gain the skills and develop attitudes that prepare them significantly well for future learning. However, children have fewer opportunities to experiment using information technology resources to extend their learning further.

Staff make highly reflective observations of children. Because staff know children exceptionally well. They plan exceptionally well for children's next steps for learning, through activities and resources that reflect their interests. Consequently, children are constantly engaged at the playgroup and find learning fun. Awe inspiring teaching means that children take part in activities and develop a love for learning and taking part. For example, staff prepare a multi-sensory song time where children experience a gentle spray of water as the toy spider crawls up the spout. Children take part with excitement as a swath of yellow fabric billows above them. Consequently, they are developing highly effective attitudes to learning that will prepare them extremely well for their future learning.

Children's learning and development records are always available to parents, who are invited to meet with staff regularly to discuss the well-written summaries about their children's learning. Parents contribute their own observations to the records, and share experiences, such as going on holiday. Parents say that the staff give them ideas of activities to do at home with their children. This mutual relationship creates strong links between parents and the staff, and creates highly effective partnerships.

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

The key-person system is fully embedded. Staff are fully aware of the needs of their key children, and use this knowledge to adapt their learning experiences suitably. Staff are extremely sensitive to how children settle best. They have a warm and caring approach, while respecting those children that prefer to join the group in their own time. Staff keep a watchful eye on children and invite them gently to take part in activities. Consequently, children are relaxed and feel secure in an inclusive environment, and enjoy their learning experiences. As children settle they become confident to try new things and interact with other children.

When children arrive they self-register, identifying their name and picture to put on the board. Children can identify their name which means that they are learning that letters are meaningful and that print carries meaning. Children have their own coat peg, which gives them a sense of belonging. This has a significant impact on their self-esteem. Staff have high expectations of children's ability to learn self-help skills. Children confidently put their coats on and off. Staff encourage children to wash their hands before they make biscuits, explaining that having clean hands is important when cooking. Children have access to whole pieces of fruit, milk and water throughout their time at nursery. As a result, they are learning to recognise when they are hungry and thirsty, and to manage their own needs effectively. Staff further support independence by supervising children closely as they have a go at trying to cut their own fruit. Physical activity is completely embedded as part of the daily routine as children go outside. Staff and children dress appropriately for

the weather, so they are prepared to remain engaged in their play whatever the weather. As a result, children are developing an outstanding attitude to healthy habits. Children have opportunities to practise taking risks in a safe environment as the use play equipment to balance and develop their coordination.

Children's behaviour is excellent. Staff ensure that they have abundant opportunities to choose activities that they find interesting and that challenge them. Children listen and respond well for their ages and stages of development. For example, when popping bubbles on the mat, staff remind children that they need to watch out for their friends so no one gets hurt. Children listen and manage each other's safety extremely well.

Staff prepare children's move into their next settings extremely well. Children that move on to the nursery at the same school have ample opportunities to meet their new teachers, and visit their next classroom. The playgroup begins to share the nursery garden later in the year. Staff share information with other settings about how children learn, and accompany families to visit new settings. As a result, children are exceptionally well prepared for their next steps for learning.

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

The management team have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have received thorough training in child protection and the playgroup's child protection policy is comprehensive and well-embedded. The head teacher, as head of the governing body, is completely dedicated to maintaining a safe environment for children and staff. Staff are secure in their knowledge of procedures to follow if they have concerns about a child's welfare. Staff complete daily checklists to check for hazards, while the premise manager completes an annual risk assessment process for the building and facilities. Rigorous recruitment procedures are in place which means that children are cared for by suitable and well-qualified staff. Children practise fire drills regularly with the rest of the school. Staff record accidents appropriately, and most staff have paediatric first-aid qualifications. Consequently, in the event of an accident, children's needs are met quickly and effectively.

The management team have an exceptional understanding of their role in the learning and development requirements of the Early Years Foundation Stage. The manager knows how different groups of children are progressing, and where there are gaps in children's development. The manager's meticulous use of assessment information promotes highly impressive planning that helps to narrow the gaps. The manager continually monitors how learning is delivered, and ensures that staff plan for every child. Staff have abundant opportunities to attend training and develop their professional skills which benefits all children

The leadership and management team include the staff in their development planning for the upcoming year. Parents are invited to join the parents' forum which shares their ideas for improvement with the management team. There is a strong commitment to developing

staff and to continually develop programs at the play group to benefit children and families. Staff work closely with advisors from the local authority to further develop their practice and develop programs at the playgroup. Because staff are open to learning new skills, children benefit from new and exciting initiatives. Staff and management are proud of this wonderful setting, and parents say that they are, 'inspired'.

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

Unique reference number	EY391637
Local authority	Hounslow
Inspection number	830359
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	19
Name of provider	Norwood Green Infant and Nursery School Governing Body
Date of previous inspection	16/09/2009
Telephone number	0208 5741456

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

