

Armfield Playgroup

U.R. Church Hall, Armfield Road, Enfield, Middlesex, EN2 0DL

Inspection date

17/12/2014

Previous inspection date

01/06/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 skilfully engage children in their learning promoting children's communication and language development well.
- Leadership and management are good. The manager effectively involves staff, parents, and children in identifying areas for development.
- Staff share detailed information with parents at the start, so that they can become fully involved with their own child's learning. Consequently, staff build strong partnerships with parents.
- There is a robust key-person system in place. Children are happy, settled and have good relationships with staff.

It is not yet outstanding because

- Staff miss opportunities to encourage children to practise their early writing skills.
- Staff do not always provide resources that support children to develop their understanding of size and measure.

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 activities in the playroom and the outdoor area.
- The inspector spoke to staff and gained the views of parents.
- The inspector sampled children's assessment, planning and observation documents.
The inspector sampled policies and procedures, checked evidence of suitability and
- qualifications of staff working with children, and examined the playgroup's improvement plan
- The inspector held a meeting with the manager and together they conducted a joint observation.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

Armfield Playgroup re-registered in 2004. It operates from church premises. The playgroup has access to two halls and two sets of toilets, a kitchen and a garden. The playgroup is situated in a quiet residential area in Enfield, a suburb of London. The playgroup is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playgroup opens Monday to Friday from 9.15am to 12.15pm term time only. The playgroup is on one level making it easily accessible. There are currently 35 children on roll. The playgroup receives funding for the provision of free early years education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. There are six staff and one volunteer working with the children. Four members of staff hold early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- maximise opportunities for children to practise forming letters and symbols to promote their early writing skills
- review the organisation of resources to strengthen children's understanding of measure and length during spontaneous play and activities.

Inspection judgements

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

Staff effectively plan a wide range of challenging activities that cover all the areas of learning. As a result, children are happy and engaged in their play. Staff are well informed about children's individual needs from the start. They gather detailed information from parents who record their comments on their child's activities and interests in the home. Staff use initial observations to build an accurate picture of children's learning needs to form a baseline assessment from the outset. The use of parents' photographs, comments and ongoing observations, help staff to plan effectively the next stages in children's learning. Staff identify gaps in learning quickly and support children well to ensure these are narrowing. As a result, children build on what they already know and they make good progress.

Staff encourage children of all ages to enjoy reading and listening to stories. Staff use hand gestures, props and visual picture cards to support young children's language and communication. This approach helps children who require extra support and children who

are learning to speak English as an additional language, to further develop their language and communication skills. Staff talk to children at their eye level as they read stories that they enjoy. Staff make good use of open-ended questions, such as, 'I wonder why?' and 'How do you think you will?' to encourage children to think critically.

Overall, staff use good teaching skills to encourage children to learn about numbers, and counting. For example, they sing songs, count blocks as they build towers, and count plates and cups at snack time. However staff do not always support children's understanding of size and measure as well as possible. For example, staff did not encourage children to use tape measures or rulers as they discussed the size of their construction models. In the main, staff provide regular opportunities for children to be creative. Children are engaged well in games that develop their imagination as they imitate real-life experiences. Staff provide suitable opportunities for children to make marks on paper. Children explore a variety of different materials and tools that increase their small muscle control. For example, they create using paints and form shapes with homemade dough. Staff provided large pieces of paper on the floor so children could draw faces of the troll as they talked about the character in the book they read. Staff provide pens and paper in all areas of play, to help children maximise their understanding of writing for different purposes, such as making shopping lists in the home corner. However, staff do not always encourage children to write their own names on their work to promote further their early writing skills.

Staff provide exciting activities to encourage children to enjoy playing outside, where they have fun kicking balls, and hunting for bugs and insects. They eagerly climb up and down the slide, practising their coordination and balancing skills. Children regularly go for walks in the local community with staff, which develops their understanding of the local environment. For example, they visit the pond in the local primary school to look for frogs and buy bread from the local bakery for their snack. Staff support children to explore a range of festivals and special events to support their understanding of different cultures and traditions. Staff encourage children to use cameras and upload their photographs on to computers, which are shared on the display boards. This enhances children's technological awareness. Children are acquiring the skills for the next stage in their education, such as school.

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

There is a strong key-person system in place. Each child has an assigned key person who knows the child well. Children with special educational needs and/or disabilities, benefit from close relationships with staff. Staff listen and respond to children sensitively, and this enables them to feel valued and express their needs. As a result, children are confident and have strong emotional attachments with adults.

The learning environment is bright and welcoming. Overall, there is a good range of resources that enable children to follow their individual interests independently. However, at times staff do not make some resources readily available to enhance children's learning further. The outdoor area provides opportunities for children to take risks and challenge

themselves further. For example, they enjoy bouncing and jumping on the trampoline. Staff support children to play games that encourage them to learn about the time and counting, as they run around. These experiences help children to enjoy physical exercise and get regular daily fresh air to promote a healthy lifestyle.

Staff plan regular outings in the local area where they promote road safety awareness to ensure that children learn to recognise dangers and know how to keep themselves safe. Children's behaviour is good. Staff model positive strategies, to teach children to understand about acceptable behaviour. As a result, children display a sense of security and emotional well-being and are confident in the routines.

Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at snack times children serve themselves and competently use appropriate cutlery, such as knives to butter their bread. Staff act as good role models, helping children to learn about good hygiene practices. They maximise opportunities to talk to children about healthy foods, to reinforce messages about the benefits of making healthier choices. Children are able to manage their own self-care routines because staff provide good support and give them time to complete tasks. For example, children clean up after play as staff encourage them to wipe up any mess or put away toys in the correct places. This further promotes children's school readiness.

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

The management team is strong and the manager works well with the staff. Staff have a good understanding of safeguarding and welfare requirements of the Early Years Foundation Stage. They are confident in their knowledge of the procedures to follow and who to contact in the event of any concerns about children or colleagues. There are comprehensive policies and procedures that underpin the effective management of the provision. The required adult-to-child ratios are maintained at all times, and all of the required records are kept up to date to ensure children remain safe. Leadership is good and focused improvement plans are in place to secure continuous improvement.

The management implements risk assessments for all areas of the building, the outdoor area and resources to ensure children's safety, which promotes a safe and secure environment where children can play. Management use robust recruitment and vetting systems to ensure all adults working with children are suitable to do so. In addition, the manager implements a regular questionnaire to ensure on-going suitability of staff. This helps to promote children's welfare.

The manager conducts staff supervision meetings and gives professional development of staff a high priority. All mandatory training is in place. Staff are skilled and attend many courses in early years development, to help them support children to reach achievable targets. In addition, the manager seeks further training opportunities from a range of sources to meet any training needs identified by herself or by staff. The staff team uses

opportunities to observe, reflect and improve on its already good teaching by using strategies, such as peer-on-peer observations.

The self-evaluation process for the playgroup is effective in clearly identifying areas for further improvement and reflects the views of all its users, to help make changes that improve the outcomes for children. The manager monitors the provision and ensures that staff are deployed effectively, according to their qualifications and experience. The recently reviewed system of observations, assessment and planning where staff, parents and children can input detailed information into the child's learning journal, means that parents and staff can share children's information. This involves parents and promotes continuity in children's learning at home. In addition, this helps staff to identify areas where additional support is required to maximise children's outcomes. Partnership with parents are effective in promoting children's well-being and progress. The staff communicates effectively with parents using a range of methods including photograph boards, noticeboards, newsletters, and formal and informal meetings. As a result, parents are thoroughly involved in their children's learning and development. The playgroup works very closely with the local advisory teacher and other partnerships, such as the local school. Staff have devised effective transfer strategies with the reception teachers in partnership with parents. Consequently, this helps prepare children to feel secure about their move to school.

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	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	EY288707
Local authority	Enfield
Inspection number	833730
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	35
Name of provider	Sandra Ann Dimond
Date of previous inspection	01/06/2009
Telephone number	0208 363 5223

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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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T: 0300 123 4234
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