

Grove Park Playgroup

Inspection report for early years provision

Unique Reference Number	116280
Inspection date	16 May 2007
Inspector	Rowena Ann Bentley
Setting Address	The Church Room, St. Pauls Church, 66 Grove Park Road, London, W4 3SB
Telephone number	020 8742 8293
E-mail	
Registered person	The Committee of Grove Park Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Grove Park Playgroup was registered 14 years ago. The playgroup is run by a committee and operates from two rooms in Church premises. It is situated in Chiswick in the London borough of Hounslow. Children have access to a garden in the Church grounds. The playgroup serves children from the local area.

The playgroup is registered for 18 children aged between two and under five years. There are currently 26 children on roll. This includes 11 funded three-year-olds and 0 funded four-year-olds. Children attend a variety of sessions. The group supports one child who speaks English as an additional language. Children with disabilities are welcomed and supported but there are currently no children on roll.

The playgroup is open 09:15 to 11:45 five days a week term time only. From September 2007 the group will be open from 09:15 to 12:15. The group is registered for seven children for an afternoon session until 14:45.

There are five staff employed to work with the children. Four members of staff hold early years qualifications. The curriculum is planned using the Birth to three framework and the Foundation Stage curriculum. The playgroup receives support from the Early Years Service in Hounslow.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's well-being is promoted as they are cared for in a clean environment where staff have knowledge of their individual health needs. They are familiar with children's dietary needs, medical conditions and allergies. Three members of staff hold current first aid certificates and the first aid box is easily accessible. This enables children to receive prompt and appropriate care if they have an accident. Children are learning the importance of personal hygiene and regular hand washing routines are established. They wash their hands after using the toilet and before eating and staff are vigilant about reminding children to follow this routine. Staff generally follow hygiene practices however children share a towel when washing hands before a snack and runny noses are not always wiped promptly. Consequently, due to the risk of cross infection, children's health is not fully supported.

Children enjoy a nutritious snack and regular drinks. They bring fruit from home to share at snack time and are beginning to learn about healthy eating through topics and discussion. Children are offered milk or water at snack time. Water and cups are available on a low table so children can help themselves throughout the session if they are thirsty. Children are learning to be independent as they help to pass round plates and cups and cut fruit.

Children have regular physical activity which promotes good health. They have daily access to the garden where they can run, jump, climb, balance and manoeuvre pedal bikes, cars and buggies. Children have opportunity for physical play indoors as they use the climbing frame, climb stairs and enjoy weekly music and movement sessions. They are developing good hand eye co-ordination as they use construction equipment and tools such as cutters, rolling pins, scissors, pencil sharpener, paint brushes and crayons.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting is organised so children can move around freely and play safely. The staff team work together to make sure the environment is safe and they remind children about safety as they play. Activity topics and games help to reinforce safety routines for the children, for example, children learn the meaning of red and green lights when crossing the road. Children learn to use the stairs safely and are closely supervised by staff. There are good systems in place to ensure the safe arrival and collection of children. Staff monitor the entrance and make sure they know who is collecting each child and that a child cannot leave the premises unnoticed.

All furniture and equipment is clean and in a good condition. Children have access to a wide range of toys and resources appropriate to their age and stage of development. The rooms are organised so children can select play materials easily and make choices about what they do.

Children's welfare is safeguarded by the group's child protection policy. The manager is clear about her role and responsibility. Staff are aware of the procedure to follow if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the group. They are eager and happy as they arrive, are greeted warmly by staff and settle quickly into activities. They show enthusiasm and are motivated to learn as they are offered a range of well planned activities which are appropriate to their age and stage of development. Children are cared for within a familiar routine. This includes free play, focused activity, snack, outdoor play, structured session and circle time. Children can initiate their own play and make choices about what they do within the timetable, although, sometimes children are expected to move on to the next part of the programme with insufficient time to complete tasks. As a result their play and learning are interrupted. Children are developing confidence and a sense of belonging as they are offered a good range of experiences. They are developing good language skills which enables them to play together in small groups and independently. Activity planning incorporates the Birth to three framework and this supports children's learning.

Nursery Education

The quality of teaching and learning is good. Staff effectively plan activities using the Foundation Stage curriculum and as a result children are making good progress across the six areas of learning. Short and long term plans link to the Early Learning Goals. Children's development is monitored through observation and assessment. This provides information for a written report at the end of the school year. However, there is no clear system linking children's progress to future planning in order to help them move on to the next stage.

Staff have good knowledge of the Foundation Stage and this is demonstrated by the activities and experiences provided for the children. Children show a sense of belonging and being part of a group. They are sociable, express themselves clearly and make their needs known to adults. Children display good concentration when they are involved in activities and during circle time as they listen to one another. They are learning how to work together in small and large groups. They take turns and share fairly. Children's language development is encouraged by staff who question children appropriately and spend time listening to them. Good use of posters and labels encourages children to look at letters and they are beginning to understand that print carries meaning. They recognise their own names and those of other children as daily routines incorporate name recognition.

Children are learning to count and are able to recognise some written numbers. Staff use counting in everyday language to reinforce the concept of number. For example, how many plates needed at snack time by counting the number of children at the table. Children learn about space and shape as they sort objects and identify difference in size. They are solving early mathematical problems as they build and construct, weight, measure and judge capacity during activities such as water play, in the sand pit and cooking.

Children enjoy a good range of art and craft activities which encourages their creativity. They explore texture and colour as they make pictures and models using a variety of materials. Children mix paints and comment on the colour created. They use their imaginations as they play with dough and make models. Children enjoy role play in the well equipped home corner and an exciting range of dressing up clothes provides a valuable imaginative experience for them. Children enjoy exploring and investigating their environment indoors and in the garden. They are developing a good understanding of the world around them through well planned activities and the use of natural resources. They conduct simple science experiments, for

example, using magnets and melting chocolate during cooking activity. Children are learning about how to care for living things. The 'caring for our pets' topic encourages them to think about what animals need. The use of soft toys to represent the pets with real props to show children the foods they eat made this a successful learning experience. Children have opportunity to learn about information technology as they have access to equipment such as phone, mechanical pencil sharpener, programmable toys and computer.

Helping children make a positive contribution

The provision is good.

Children are cared for and supported by staff who know them and their individual needs well. Children are happy and settled and so are developing confidence and self-esteem. They are learning an awareness of other cultures as they celebrate festivals and play with resources which promote diversity and equality. Festival celebrations take place throughout the year giving children a positive image of the wider world. Children with disabilities or learning difficulties are welcomed into the group. They are supported by staff who work with parents and other professionals to ensure their needs are met.

Children's behaviour is managed consistently by staff who have a calm approach. Through daily routines and explanation they are learning to work together in small groups, take turns and share fairly. Children receive much praise and encouragement from staff, and stickers are given to reward helpfulness. This encourages them to be co-operative and well-behaved. Children learn to help one another for example, when putting on coats before playing in the garden. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from good relationships between parents and staff which are friendly and supportive. Parents are encouraged to spend time in the group and there is a rota for parent helpers. Parents are asked for their views using the suggestions box and questionnaire. Their ideas are used to develop and improve practice, for example, daily information posted on the white board. There are systems in place to ensure communication with parents is effective. Staff make themselves available to have daily discussions with parents. Newsletters and the notice board keep parents up-to-date with events. Parents receive regular verbal feedback about their child's progress and a written report at the end of the summer term. Parents approached during the inspection spoke highly of the group. They described staff as friendly and helpful and are happy with the care their children receive and the progress they are making.

Organisation

The organisation is good.

Children benefit from being cared for in a welcoming and well-equipped environment. They are settled and happy and this enables them to feel secure. Staff have clear understanding of their roles and responsibilities and they work well as a team. They provide a stimulating and fun experience for the children. All documentation required for the safe and effective management of the group is in place. Staff follow policies and procedures and these are shared with parents.

The leadership and management for nursery education is good. The staff team are led by a supervisor who works alongside them and provides a good role model. As a result they are motivated and well-organised. Staff use their knowledge of the Birth to three framework and the Foundation Stage curriculum to effectively support children's learning. Staff meet together

regularly and communicate with each other. This enables them to work successfully to promote outcomes for children.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was given a recommendation relating to the staff team's knowledge of child protection. The group supervisor and a member of staff have attended child protection training. All staff are aware of the child protection procedure and what to do if they are concerned about a child. As a result children's welfare is safeguarded.

At the last inspection of nursery education the provider was given three points to consider. These related to the accessibility of books, encouraging children's exploration of how things work and increasing opportunities for children to solve early mathematical problems. There is a comfortable area with books stored on low shelves. Children can access books easily and choose when they would like to look at books. Children are given the opportunity to explore mechanical toys, programmable equipment and the computer. They are learning about number through practical every day routines and through games songs and rhymes. This means that children's learning is supported.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that require the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure hygienic practices are followed regarding drying hands and wiping noses to minimize the risk of cross infection
- review the structure and routine of the session to ensure children have time to develop their play and learning (also applies to nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the system that links observation and assessment of children's progress to activity planning in order to help them move on to the next stage of development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk