

Grove Park Playgroup

Inspection report for early years provision

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Inspector Christine Bonnett

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Grove Park Playgroup was registered in 1993. It is managed by a voluntary committee, made up of parents of children attending the playgroup. It operates from two rooms within the grounds of St Paul's Church, Chiswick in the London borough of Hounslow. The upstairs room is accessed by stairs only. Children have use of a garden within the Church grounds.

The playgroup is open from 9.15am to 12.15pm five days a week during term time. A maximum of 18 children aged from two years to the end of the early years age group may attend the playgroup at any one time. Children attend for a variety of sessions and there are currently 20 children on roll. The playgroup is in receipt of funding for the provision of free early education to children aged three and four. It is registered on the Early Years Register

The nursery employs five staff, four hold appropriate early years qualifications and the other staff member is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playgroup provides a warm and safe environment for all children in which their individual needs are valued and respected by caring staff. Children make good progress in their learning and development because staff have an in-depth understanding of the Early Years Foundation Stage requirements. The manager and committee recognise the importance of maintaining continuous improvement for the benefit of the children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment & equipment) 24/10/2009

To further improve the early years provision the registered person should:

- continue to develop systems to self-evaluate practice that include the views of the parents and staff, to identify strengths and priorities for development that will enhance the quality of the provision for all children
- provide children with clear information about the purpose of each adult-led activity, and use appropriate resources to illustrate the expected outcome to consolidate their understanding and learning

The effectiveness of leadership and management of the early years provision

Safeguarding the children has high priority. Robust measures are in place to ensure all adults working with the children are suitable to do so. Staff have a good knowledge of child protection matters. They are aware of the indicators of abuse and understand the process for reporting concerns. Detailed daily safety checks are conducted to protect children from harm. The manager is vigilant and carries out risk assessments on all areas to identify and minimise potential dangers. However a record detailing what needs to be checked, including when and by whom, is not maintained. This is a breach of requirements.

The manager is new in post and is establishing systems to self-evaluate the group's practice. The process will take account of the views of the staff and parents to ensure all parties have the opportunity to contribute. The manager has a clear vision of how she would like to develop the work of the group. She attends further training and seeks advice from relevant agencies to find the best practice to adopt. The small staff team work well together and share her enthusiasm for continuous improvement. The recommendations made at the previous inspection have been implemented and have added significantly to the well-being of the children. For example, hygiene standards have been raised in relation to children washing their hands at appropriate times to reduce the risk of cross infection between them.

The playgroup establishes effective partnerships with parents. Staff are welcoming and friendly to all parents. Relevant information about their children is exchanged verbally at the beginning and end of each session. Before a child joins the group a wealth of appropriate information is gathered from the parent, to ensure each child's individual needs are known and fully understood by staff. The key person system offers children the necessary support they need to help them feel safe and secure, making their experience at the group a happy one. Play plans are emailed to parents each week so that they can support their child's learning at home, for example, by singing the songs of the week. Parents are encouraged to put their name on the parent's rota to work in the group for whole or part of a session. This gives them insight into the daily routine of the group. It also provides a further opportunity to link with the staff to give consistency in their child's learning at home.

The playgroup is welcoming for all children. Inclusive practice is promoted so that they have their welfare needs met and achieve as well as they can. Although the rooms used by the group are on two floors the use of the available space is well planned and conducive to children's learning. Staff are deployed effectively to monitor children's safety at all times.

The quality and standards of the early years provision and outcomes for children

Children arrive happily at the playgroup and settle quickly at a chosen activity. They become active learners as they move with purpose around the room, demonstrating interest and curiosity while engaging with the resources. Each child has a progress folder in which observations of them at play are kept. The observations are assessed to identify the child's level of attainment in each of the six areas of learning. The next step in their unique learning journey is identified by the key person and incorporated into the weekly play plans. The planning is effective and ensures that the needs of every child are covered.

A wide variety of stimulating and fun adult-led activities are organised for the children to enjoy. However, staff do not always sufficiently explain the purpose of the activity to the children for them to be able to fully understand the relevance of what they are doing. For example, when mixing colours together and observing the changes. Not all children saw the initial demonstration with water and food colouring, so they were not able to make the connection when told to mix paints.

The garden is particularly well used and enjoyed by the children. It is mature with many trees and bushes, consequently, children have the opportunity to observe the changing seasons as they run around, climb and generally benefit from the physical exercise. Water and sand play are available outdoors as well growing lettuces and bulbs to enable children to learn how to grow and take care of plants. Children enjoy learning about the world around them as they lay on a cover on the ground observing the sky, then painting the clouds on large pieces of paper. As well as providing a safe and secure environment for physical play the garden is also a calm and relaxing place for children. They are given time and space to explore the resources, play with their peers or simply to absorb the soothing ambience of the pleasant garden.

Children's independence is well promoted as they make decisions about their play and are able to self-select items of their choice. Staff offer appropriate support and guidance to enable them to prepare fruit for their snack. For example, children peel oranges and use plastic knives with skill to slice bananas. As well as developing practical skills they are learning about the benefits of healthy eating. Drinking water and milk are available throughout the session and children's individual dietary needs are known and respected.

Children develop good skills for the future as they select books for pleasure and begin to understand that print carries meaning. Numeracy is embedded into the routine of the day. Counting is incorporated into every aspect to reinforce children's understanding of numbers. Ready access to a computer and other communication technology equipment also enables children to build upon the skills that contribute towards their future economic well-being.

Staff give affectionate care to all children and have a good knowledge of each one's background and needs. They help children understand the society they live in through resources such as books and the acknowledgement of different faith

festivals. Staff encourage children to be considerate to their peers and learn how to share and take turns. This helps to build children's self-esteem and confidence and to gain maximum benefit from their time at the group.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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