

Evering Road Playgroup

Inspection report for early years provision

Unique reference number	144574
Inspection date	10/03/2009
Inspector	Rosemary Coburn

Setting address	Landfield Community Hall, Landfield Estate, Clapton, London, E5 8QZ
Telephone number	0208 533 5961
Email	
Type of setting	Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Evering Road Playgroup first opened in 1971 but now operates from Landfield community hall on the Landfield community estate in the Lower Clapton area of the London borough of Hackney. Features include a large hall and a secure enclosed outdoor play area. A maximum of 21 children may attend the playgroup at any one time. The playgroup is open for morning and afternoon sessions, from 09.00 to 12.00 and 12.30 to 15.30, Monday to Friday during term time only.

The group receives core funding from the London Borough of Hackney Early Years Department but a voluntary committee of parents manages the overall operation of the provision. The committee employs a team of six staff who either hold or are progressing to a suitable level qualification.

There are currently 35 children on roll aged from two years to under five years, of these 27 receive funding for three and four year olds. There are 17 children with learning difficulties and/or disabilities, and there are 14 children for whom English is a second language. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children play and learn in a safe and secure environment where overall the provision is good. Children's learning is effectively promoted and the setting provides good support for individual children with learning difficulties and/or disabilities. This is because staff work well in partnership with parents and professional bodies which means that they have a good understanding of children's individual needs. Policies and procedures, activities and play experiences are suitably organised so that the needs and requirements of individual children are well supported. Staff's understanding of planning, assessment, observations and the organisation of the setting's daily practice recognises the uniqueness of each child. Advice and support from suitable external agencies supports the setting in self-evaluation for effective improvements. An inclusive and welcoming service is provided and this promotes outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that there is rigorous recruitment procedures in place which promote equal opportunities and ensure that adults looking after children have appropriate qualifications, training skills and knowledge
- ensure that all reasonable steps are taken to ensure that hazards to children (electric/halogen heaters on the floor) are kept to a minimum.

The leadership and management of the early years provision

The setting strives towards continuous improvement. This means that children are safeguarded, their welfare is suitably promoted and outcomes for children improved. Advice from The Learning Trust's improvement and standards team supports the manager in evaluating the effectiveness of the provision, implementing improvements and developing a greater understanding of the Early Years Foundation Stages. This means that the needs of all children are met as they are supported in making progress regardless of their background.

Recruitment procedures do not sufficiently promote equal opportunities in order to ensure that adults looking after children have appropriate qualifications, training skills and knowledge to work with the children. However, there are suitable systems in place to identify and plan for staff development and qualifications. Staff have a good understanding of their roles and they are suitably deployed in order to support and encourage children as they play. The manager has an understanding of child protection issues and shares her responsibility as the named safeguarding children officer along with the child protection officer at The Learning Trust. Staff have an understanding of the procedures to follow if they have any concerns about a child in their care.

Risk assessments are carried out daily to identify potential hazards or risks to children's well-being and fire drills are regularly practised. However, effective measures to protect children from potential hazards such as electric and halogen heaters kept at floor level are not fully implemented. Children benefit from good partnership with parents. Parents value the work of the setting and the role played by the staff. There is a good two-way flow of information which is implemented through for example, daily discussions with parents and children's key person to ensure that the shared management of children's welfare needs are met. This means that parents are informed about children's starting points, progress and achievements. A quarterly newsletter provides parents with detailed information about the setting and parents have easy access to a complaints policy. All the relevant policies and procedures are in place some of which are currently being reviewed. Outdoor and indoor space is safe and secure. Toys, resources and furniture are sufficient however, they are currently being replaced.

Children have access to a suitable range and balance of stimulating, challenging and enjoyable adult-led and child-initiated activities both indoors and outdoors. Children's good health is promoted while they play, learn and progress in an environment where they feel safe and valued. Children's behaviour is good. They respect each other and take into account the needs of others and their diverse backgrounds. Staff to child ratios are met at all times and additional members of staff are provided where children need additional support and assistance. This means that there are effective systems in place to ensure that the individual needs of children are met.

The quality and standards of the early years provision

Children's learning is effectively promoted and the setting provides good support for individual children with learning difficulties and/or disabilities. This is because staff work well in partnership with parents and professional bodies which means that they have a good understanding of children's individual needs. Advice from The Learning Trust's improvement and standards team supports the manager in evaluating the effectiveness of the provision, implementing improvements and developing a greater understanding of the Early Years Foundation Stages.

Children's welfare is safeguarded as staff have a clear understanding of child protection procedures. Additionally, the setting has a named person who is responsible for safeguarding and child protection issues who works in conjunction with the child protection officer at the Learning Trust.

The quality of planning for individuals to support their learning and development is good. This is because staff's understanding of planning, assessment, observations and the organisation of the setting's daily practice recognises the uniqueness of each child. Staff liaise effectively with parents and where necessary professional bodies in order to gather or share relevant information to support children settling in and making progress. Children's starting points and capabilities are observed and regularly assessed with suitable input and shared information from parents. This ensures that children's needs are known so that they are supported in making progress in the early learning goals. For example, the home corner, role-play equipment and materials, and small world resources. In addition, safe and easy access to information and communication technology provides children with opportunities to explore the six areas of learning.

Children make sound progress in an enabling environment where there are planned and purposeful opportunities for play and exploration both indoors and outdoors. Children are provided with ample opportunities to play outdoors even in wet weather conditions if they choose to. The setting is proactive in promoting inclusion and there are a number of children on roll with learning difficulties and/or disabilities. For example, staff and children are currently taking a 10 week course learning to sing traditional songs using Makaton sign language. Additionally, a small group of children are regularly taken to a local hydro pool for swimming lessons. This means that the needs of all children are met as they are supported in making progress regardless of their background.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.