

St John's Nursery Playgroup

Inspection report for early years provision

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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

St John's Nursery Playgroup registered in the current premises in 2008, after more than thirty years in operation. It is one of two playgroups run by the same committee, sharing staff and resources. The playgroup operates from a modified school classroom in Oakmere School, Potters Bar. Children have access to a secure outdoor play area. They also access parts of the school, including the music classroom, two halls, the cookery room and one room in the children's centre building. The playgroup is open every weekday during term time from 09:00 until 12:00. There is a lunch club from 12:00 until 12:59 each day. Access to the provision is via a small step into the building, there is also a ramp available.

The group are registered on the Early Years Register to provide care for a maximum of 24 children at any one time. Currently there are 39 children on roll who are within the Early Years Foundation Stage (EYFS). Children mostly attend from the local area. The group supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Nine part-time members of staff work with the children. Four of these, including the leader and deputy, hold relevant early years qualifications and two members of staff are working towards a Level 2 early years qualification. The leader has a Foundation Degree and is working towards further Early Years Professional Status (EYPS).

Overall effectiveness of the early years provision

St Johns Nursery Playgroup provides effectively for children in the Early Years Foundation Stage. The environment is secure, appealing, and planned particularly well so children have a broad range of experiences that support all areas of their learning and development. The leader works effectively with her staff and together the team work closely with parents and other professionals in order to meet the individual needs of all the children. There are good procedures in place to promote children's welfare and arrangements are effective to help children progress in their learning and development. The partnership with parents is generally strong and they are reasonably well informed about their children's care and learning. The group have a positive attitude to improvement and are beginning to self-evaluate aspects of their practice, including monitoring computer resources and developing an enriching outdoor environment.

What steps need to be taken to improve provision further?

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

- plan, organise and monitor systems to ensure children are able to freely explore a range of Information Communication and Technology (ICT) resources, in particular the computers
- develop further working in partnership with parents, sharing information and involving them in their child's continuous development and learning journeys
- develop a rich, challenging and varied outdoor environment that supports

children's learning and development.

The leadership and management of the early years provision

All the necessary policies and procedures are in place and an effective system of checks ensures that staff are suitably qualified and vetted. The documentation is well-organised and the information about the setting is very clearly set out. The leader monitors the nursery provision in discussion with staff. Previous actions set at registration have been successfully addressed, these include; secure fencing to outside area, double bolted gates so children are unable to let themselves out, a secure key entry system on the main entrance and alarms fitted internally to external doors to alert staff to doors being opened. The group are focused on making further improvements through evaluation, personal development and training. This is the groups first inspection since registration, thus, their self-evaluation is in its early stages of fruition. Links with the primary school on site and a new children's centre are being developed, so as to improve the continuity of education for children.

There are effective safeguarding procedures in place. Staff know what to do if they have any concerns. They supervise children closely and have effective procedures regarding the collection of children at the end of their session. Staff work closely with parents and carers, for example liaising with them when monitoring individual children's dietary requirements or individual settling in programmes. Staff involve parents in their children's learning through the information displayed, newsletters, daily communication and inviting them to take part in activities or help out on the parent rota. Parents demonstrate that they are happy with the setting as they praise the staff for making their children feel quickly settled, although they are not very clear on the assessment system that the setting uses to track, monitor or involve them in their child's progress. The group promotes inclusion well by providing equal chances for all children. The leader deploys her staff effectively enabling them to support children in a variety of ways. Children with learning difficulties and/or disabilities are fully included and positively welcomed into the setting.

The quality and standards of the early years provision

The playgroup promotes children's learning and development well. The learning environment is effectively organised and encourages purposeful play and exploration with an appropriate balance of adult-led and child-led activities. However, the organisation of the outdoor environment does not currently extend from the indoor or enable children to be challenged or refine existing skills in a variety of ways. The staff team provide a welcoming environment for children, they are on hand to assist when needed, for example, helping children with dressing up clothes when asked and assisting with building. Children explore as freely as they can and with much interest, playing independently and in groups, thereby developing good relationships with their peers. There is a wide choice of activities on offer or can be made further available and children learn to make decisions as they move around their surroundings. Children are aware of their

boundaries within the setting and behave appropriately at all times. Staff support the children well. They join in their play and interact to encourage children's thinking and communication.

Staff plan an effective educational programme to take account of children's individual needs, based upon thorough observations, detailed planning and organisation. Although their assessments of children's learning are not sufficiently shared with parents and carers to encourage their involvement in their child's continuous learning and development. Key workers contribute well to the weekly plans as they organise and highlight children's individual activities to help plan the next steps in their learning. Children concentrate well, for example, when completing jigsaws, constructing models, and in their imaginative play. They enjoy their daily music sessions and sing familiar nursery rhymes where they can practice counting and problem solving, for example when singing five currant buns in a bakers shop. Many opportunities exist for children to use small and large equipment to help them develop a wide range of physical skills. When using resources such as tills, laptops, tape recorders and motorised cars they become aware of the use of information technology, and children will benefit from a freely accessible computer system. Children have many opportunities to see print in their environment through books, signs and posters and enjoy mark making in their play. Children self-register on arrival as they find their own name labels and have individual place mats for snack time, which helps them to develop their knowledge of letters and their meaning. Children are interested in making bird feed for the garden to attract birds to observe and learn about many aspects of birds and food. Children are at ease in a calm environment where staff respond promptly to their individual needs.

Staff promote children's welfare well through encouraging an awareness of good hygiene and personal safety. Children enjoy a healthy snack each day and staff ensure that all dietary needs are met appropriately. Children learn to take care when using equipment, such as scissors. Staff carry out regular and robust risk assessments of the premises, changes on the premises and outings, so as to minimise any risks to children. Children develop a real sense of belonging as they build strong relationships with staff and an effective key worker system helps staff to respond to children's individual interests and needs. The setting has consistent strategies in place to manage children's behaviour, which is discussed with parents, helping children to show respect and play harmoniously. There are opportunities for children to take part in outdoor activities, for example a walk in the woods or play in the secure garden area, where children can make equipment choices from the pictures of the resources displayed on the shed. Future plans involve a well developed garden area and vegetable patch. Children are encouraged to develop an understanding of the world and their community as they learn about each others celebrations and have access to a variety of resources that promote positive images.

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?	3
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 registration.

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.