

# Ravenscourt Park Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	143794
<b>Inspection date</b>	02 May 2007
<b>Inspector</b>	Deborah Jane Orchard
<b>Setting Address</b>	Under Fives Centre, Ravenscourt Road, London, W6 0UJ
<b>Telephone number</b>	0208 741 6400
<b>E-mail</b>	
<b>Registered person</b>	Hammersmith & Fulham Pre-School Learning Alliance
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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?

Ravenscourt Park Playgroup is run by the Pre-School Learning Alliance. It opened in 1985 and operates from a purpose built, single story building, adjacent to Ravenscourt Park, in the London Borough of Hammersmith and Fulham. A maximum of 20 children may attend at any one time. The pre-school is open each weekday from 09.00 to 16.00 term time only. All children share access to an enclosed outdoor play area.

There are currently 11 children from two to under five years on roll. Of these, seven children receive funding for early education. The nursery supports children who speak English as an additional language. The playgroup serves families from the local and wider community with a mixture of cultures and socio-economic backgrounds.

The nursery employs five members of staff, all of these including the manager hold appropriate early years qualifications.

The setting receives support from the Early Years Development and Childcare Partnership and the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's well-being is promoted in the setting. There are suitable policies and procedures in place to protect children from infection. For example, staff wear disposable gloves for serving food and nappy changing. Children are able to learn about the importance of good hygiene as they discuss why they wash their hands before eating and talk about dental care as they play with a giant toothbrush and teeth. Children develop their self-help skills as they are encouraged to use the toilet by themselves, supported by signs and images in the bathroom.

The children benefit from healthy and nutritious food and individual dietary needs are taken into account. The children bring their own packed lunches, which are stored safely. Staff promote healthy eating through literature, pictures and discussions. They encourage parents to provide healthy choices for packed lunch. Children are able to develop their independence at meal times as they help to prepare and serve the fruit at snack time and pour drinks from a small jug. Children enjoy sociable meals as they sit together at brightly covered tables. They discuss what they like to eat and are encouraged to use good table manners, this helps develop their social skills. They are able to help themselves to drinking water throughout the day as each child has their own bottle, which is labelled.

Children enjoy regular exercise and fresh air. They are able to develop their spatial awareness as they have great fun chasing a member of staff, who pretends to be a monster. They use numbered wheeled toys to manoeuvre around the outdoor area and find the matching number in the marked parking bay. Older children are able to receive further challenge as they slide, swing and climb in the park area, which surrounds the playgroup.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are able to move around freely in an environment which is bright and child focused. The walls display children's art work, which helps children feel valued and welcome. The staff are warm and friendly as they greet children and adults, this helps children to feel secure and happy. Children can move easily from inside to the outdoor area. They can make choices as many resources are stored at a low level and clearly labelled, helping develop their independence. Children have access to a good range of suitable resources and equipment, these are generally kept in reasonable condition.

Children are kept safe and secure on the premises as staff pay careful attention to supervising. Staff carry out risk assessments to help identify and reduce any possible hazards, they visually check each area before use. Children are protected in the event of a fire as fire safety equipment and evacuation procedures are in place. The emergency evacuation plan is regularly practised and recorded. This helps to keep children safe. Suitable policies and procedures are in place, however, written permission for local trips is not be obtained, reducing the children's safety.

Children's welfare is safeguarded as the staff know what steps to take if they had concerns about a child. They know how to recognise possible indicators of abuse and understand the importance of recording and reporting concerns. Staff receive regular training to update their knowledge. There is a policy in place for protecting children. This includes details regarding

allegations of abuse against staff. However, the policy does not contain all the required contact details, which reduces protection for children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the setting, they settle quickly and make choices in their play. Staff chat to children and offer them appropriate levels of support, helping children gain confidence and progress in their learning.

Younger children benefit from the staff's knowledge of the Birth to three matters framework, which is used for planning a variety of interesting activities. For example, they have fun as they use large brushes to paint the outside wall and talk about the variety of colours they are using. Younger children are developing their imagination as they take the dolls in the pushchair to listen to the story. They learn to listen and respond as they join in discussing what they can see in the story book pictures.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from the staff's knowledge of the Foundation Stage curriculum and a variety of planned activities, which helps them make progress in all areas of learning. The staff observe and record children's progress and ideas and use this to help plan for the next stage in their learning. They evaluate how successful activities are and use this information and opinions of children to develop future activities. All of the staff have the opportunity to contribute ideas towards planning and have time to complete children's individual profiles. Staff use good methods for teaching. For example, they use lots of open questioning, which helps extend children's thinking.

Children are making good progress in their personal, social and emotional development as they develop their independence by helping at meal times and making choices in play materials. They are forming close relationships with each other as they pretend to make cakes and pour tea for each other. They play well in small and large groups as they share and take turns with the wheeled toys outside.

Children are able to explore and investigate their environment as they learn about the weather patterns using a weather chart and play with large pebbles, shells and cones. They learn about how things grow as they draw pictures of plants and participate in nature walks in the surrounding park area. Children are learning about technology and how things work as they play with the cooker and microwave in the home corner and use calculators and keyboards.

Children are able to recognise the letters in their own names as they select self registration cards and look for their labelled table mats and drinking bottles. Children have good opportunities to practise their writing skills as they make shopping lists and make their mark on their pictures. They make their own books, which they illustrate and share with the other children in the book area. They respond with interest at story time as they look at the detail in the pictures and answer questions about the story content. Children enjoy looking at books independently, they are able to hold books well and turn the pages correctly.

Children have opportunities to learn numbers and mathematical concepts as they use large green bottles to sing and count to 10 and subtract as they take some away. The children use scales to weigh the coloured cubes. They are recognising written numbers as they look at

posters, find the numbered chairs and mats and play with the numbered vehicles outside. Children are able to recognise numbers and shapes as they play with giant playing cards. They learn about the purpose of numbers as they tell the time from their clock picture and make collage pictures of watches.

Children have good opportunities to be creative. They enjoy singing familiar songs from memory such as "twinkle twinkle little star". They express their ideas freely through a good range of activities. For example, role-play, collage and painting. They use their imagination and create ideas as they pretend to go fishing in the water tray, discovering boats, fish and shells and noticing which float and sink. They respond to what they hear as they move to sounds the filled containers make at the interest table.

Children are developing physically as they have daily opportunities to play outside. They develop their large muscle movements and co-ordination as they run, skip and jump outside. They develop small muscle movements as they use scissors and hold pencils.

### **Helping children make a positive contribution**

The provision is good.

Children are very well supported in understanding the needs of others. They are being encouraged to listen, value and respect each other. This helps children to develop their self-esteem and confidence. They develop an understanding of each other as they discuss how old they are and celebrate birthdays. They learn which part of the world they come from as they mark countries of origin on a map of the world.

Children learn about how others live in the wider community as they recognise and celebrate a variety of festivals. For example, Easter, Chinese New Year and Diwali. They have opportunities to try foods from different countries and learn about using different utensils, such as chopsticks. They have good opportunities to see positive images displayed on walls and can access a range of resources, which positively reflect diversity. For example, books, home corner equipment and dressing up clothes.

All children are valued within the setting as staff have a positive attitude towards inclusion, this is reflected in their approach. Children with English as an additional language receive support. The staff learn key words in different languages and use gestures to ensure children understand and are able to make choices.

Children behave well as they receive lots of individual attention and encouragement. The children know the routines of the day and what is expected of them. They learn acceptable behaviour as staff are consistent in their approach. Children are being encouraged to share and take turns in their play. Children receive praise for their achievements, which helps to develop their confidence. This positive approach fosters children social, moral, spiritual and cultural development.

Children benefit from the friendly relationships between parents, carers and staff, which is enhanced by the effective key worker system. Staff have systems in place for written and verbal communication. Parents receive information about the setting and the service provided, including a prospectus and details of policies and procedures. There is a notice board on display, which contains useful information about the educational programmes on offer and details of the complaints procedure. Parent's ideas and contributions are valued as they are welcome in the setting and there is a suggestion box and questionnaires are used to gain their views.

Partnership with parents and carers of children who receive nursery education is good. Parents have daily opportunities to discuss their child's progress and also meet each term to discuss children's progress reports. They receive written information about the educational programme and are encouraged to extend children's learning at home. For example, through discussion and making use of the lending library. Parents comment they are happy with the progress their children are making and feel they are kept well informed about the educational programme.

## **Organisation**

The organisation is good.

The leadership and management is good. The manager and staff work very well as a team, they are enthusiastic and motivated. This helps ensure children feel relaxed and happy in the setting. Staff understand their roles and responsibilities and have opportunities to take lead roles, such as, promoting equal opportunities. The team has a strong vision for the setting, they spend time seeking the views of children and listening to their ideas to ensure they feel valued and respected as individuals.

Staff are well deployed in the setting and the good adult to child ratios ensure children receive plenty of support and attention. The manager is committed to the continuous improvement of the setting and encourages staff to enhance their knowledge through regularly attending training. Children gain from the combined knowledge of the team. Staff receive daily support from the manager as she works alongside them, which enables her to monitor the quality of teaching. However, staff supervision, appraisal and team meetings are infrequent.

Children benefit from close, warm relationships with staff. They are protected from persons who are unchecked as the staff supervise them carefully. The well organised routines and activities enable children to make progress in all areas of their learning and make choices in their play. They benefit from routines which allow for rest and quiet times and regular meals. Children have a strong sense of belonging as the staff know them well.

Children's welfare is safeguarded as most of the required policies and procedures are in place to ensure the setting runs smoothly. However, written permission for local trips has not been obtained from parents and the policy for protecting children does not contain all the necessary detail. The manager is aware of her responsibilities regarding reporting any significant events to Ofsted and stores information securely to ensure confidentiality is maintained. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the setting was judged to be satisfactory. The provider was asked to conduct a risk assessment to help minimise identified risks, with particular regard to the storage of buggies and cleaning fluids. The provider was also asked to provide records of all visitors and staff attendance.

The provider carries out regular visual and written risk assessments. The cleaning fluids and buggies are now stored securely, this helps to keep children safe. There are records of staff attendance and visitors to the premises. These help to safeguard children.

At the last nursery education inspection the setting was judged as generally good. The provider was asked to develop systems for assessment linked to the stepping stones, to ensure children

are able to make progress in their learning. In addition, they were asked to develop short term planning to ensure children are sufficiently challenged in free activities.

The staff keep individual profiles of each child. They record observations and evaluate activities and use this to build on what children already know. There are long, medium and short term plans in place. Staff are evaluating activities and seeking the opinions of children to help plan for further challenge and interest in future activities.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made that required 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 can be seen on request. The complaints record may contain complaints other than those made to Ofsted.

## **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 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):

- obtain written parental permission for taking children on local outings
- ensure the child protection procedures contain the necessary detail

#### **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):

- strengthen the programme for developing staff through regular supervision, appraisal and team meetings

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](http://www.ofsted.gov.uk)