

St Mary Magdalene Playgroup

Windmill Hill, Enfield, Middlesex, EN2 7AJ



Inspection date

9 February 2015

Previous inspection date

24 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a wide range of resources for children to explore in the outside area which is bright and welcoming.
- The manager demonstrates a commitment to continuous improvement. She monitors how children learn and play and supports staff in adapting activities to match children's interests.
- Overall, teaching is good. Staff effectively plan group sessions to teach children about letter sounds in a fun and stimulating way. These sessions prepare children well for their next stage in learning and move to school.
- Staff welcome children warmly into the setting. They provide reassurance to new children and effectively support children who are learning to speak English as an additional language.
- Staff provide healthy snacks and children enjoy outside play activities for long periods in each session. Therefore, children are learning how to promote their good health.

It is not yet outstanding because:

- The organisation of snack time by staff can sometimes interrupt children's flow of conversation. This means they do not fully benefit from meaningful conversations with others.
- The current arrangements for staff supervision mean that some staff do not always benefit from specific support to help them fully plan for further development.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review snack time arrangements so that children benefit from uninterrupted time to speak with staff and other children
- strengthen the effectiveness of staff supervision by providing staff with more clearer guidance on how to further improve their practice.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector reviewed documentation, including children's development folders, staff files, policies and statutory records.
- The inspector observed children during play and took part in routines during the day.
- The inspector took account of the views of parents by speaking with them on the day of the inspection.
- The inspector spoke with children, staff and the manager at appropriate times during the inspection.

Inspector

Lesley Hodges

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a varied range of activities for children. They give careful thought to how individual and groups of children learn and use this information well to plan ways to encourage them to join in with activities. For example, staff observe that some children prefer drawing pictures at floor level. Therefore, they provide a range of resources to enable children to do this without interrupting their play. Staff know children well. Consequently, they are able to identify and make plans for the next steps in their learning based on their interests as well as information they gather from parents. This means that children make good progress due to the close monitoring of their learning. Staff work well with other agencies to support children with special educational needs and/or disabilities. They are sensitive to children's emotional needs and meet these well. Staff are skilled at using effective questioning skills to foster children's language development. However, the current organisation of snack time, results in fewer opportunities for children to converse with others to further promote their language skills.

The contribution of the early years provision to the well-being of children is good

Staff welcome children warmly and, as a result, they settle quickly. Staff support children who are learning to speak English as an additional language by using words in children's home languages. This particularly helps to comfort them if they are upset. Children are learning to be independent as staff provide lots of opportunities for them to develop their self-care skills. As a result, children are keen to manage small tasks themselves. Staff organise hygiene routines well and children understand the importance of washing their hands before they eat. There are strong partnerships with parents who comment on how children enjoy their time at the setting. Children's behaviour is good which creates a positive environment for them to thrive and make bonds with other children and staff.

The effectiveness of the leadership and management of the early years provision is good

The manager understands the requirements of the Early Years Foundation Stage. She has addressed the weaknesses from previous inspections and works closely with the local authority advisor to further improve practice. In addition, the manager and staff have identified areas for improvement, such as developing the range of outdoor resources. Staff receive regular supervision and demonstrate a secure knowledge of the statutory requirements by attending relevant training. However, at times, the manager misses opportunities to identify ways to address specific areas to enhance their professional development. Nevertheless, staff have a good knowledge of safeguarding issues and the manager checks the suitability of all adults working with children. Parents give their written permission for the administration of medication and provide staff with ongoing information to support their children's learning. The manager has made links with local nurseries and schools to further support children as they make their move onto school.

Setting details

Unique reference number	135391
Local authority	Enfield
Inspection number	962624
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	37
Name of provider	Sandra Pearce
Date of previous inspection	24 February 2014
Telephone number	020 8363 3953

Mary Magdalene Playgroup registered in 1993. It operates from a large hall in the Mary Magdalene Church in Enfield Town, in the London Borough of Enfield. There is an enclosed outdoor play area. The playgroup is open each weekday during term-time only, from 9am to 3.15pm, except on Wednesdays when it opens from 9am to 12pm. The playgroup receives funding for the provision of free early education for three- and four-year-old children. The playgroup is registered on the Early Years Register. The playgroup employs five staff and of these, three hold relevant early years qualification.

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