

Hanover Playschool at Priory Heights

Priory Heights, Wynford Road, London, N1 9SG



Inspection date

12 May 2015

Previous inspection date

12 December 2011

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| 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 | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not regularly review children's progress. They do not use information they gain from observations to securely plan activities that promote individual children's learning and development. Therefore, managers do not sufficiently focus on closing any gaps in learning for individual, or groups of children, to help them make good progress.
- Managers do not have effective arrangements for performance management. Therefore, staff do not always have opportunities to discuss their practice to ensure they continue to develop their teaching skills and fully promote outcomes for children.
- Staff do not make the most of opportunities to engage with all children by asking effective questions to promote their speech development and thinking skills.
- Staff do not consistently gather information from parents about what their children know and can do, to inform their assessments. Furthermore, they do not always share information about children's learning at the playschool so that parents can build on this at home.

It has the following strengths

- Staff safeguard children through robust risk assessments and ensure that children are well supervised and cared for.
- Staff undertake training to ensure that they understand their roles in keeping children safe from harm. As a result, safeguarding practice is strong and staff know the action to take in the event of a concern about a child.
- Staff develop positive relationships with children and their families because they are kind and caring. This helps children to form secure emotional attachments and promotes their well-being effectively.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- make purposeful observations and assessments of all children's achievements, to identify relevant next steps in learning, and use these to plan appropriate activities in order to ensure children make good progress in all areas of learning
- improve the arrangements in place for the supervision of staff, to provide effective support, coaching and training, to promote the interests of children.

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

- strengthen partnerships with parents through seeking information from parents about their children's learning and development at home and by sharing information with them about their child's progress at the playschool
- ensure that staff use more effective questions during everyday activities and routines, in order to develop children's communication and language skills.

Inspection activities

- The inspector had a tour of the premises and talked to staff, and children, at appropriate times during the inspection.
- The inspector observed activities in the playschool and the outside learning environment.
- The inspector looked at a selection of children's records and the provider's planning documents, policies and procedures, and the qualifications and suitability of all staff.
- The inspector held meetings with the manager.
- The inspector spoke with parents and carers, and took their views into account.

Inspector

Vanessa Linehan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff interact with children during play and plan a range of activities that sufficiently cover the seven areas of learning. Children generally enjoy their time at the playschool and keep occupied, but some activities lack a good level of challenge. Parents are warmly welcomed and report that staff are friendly and supportive, but information is not effectively shared between the playschool and home to promote children's learning. Staff use words from the children's home languages to promote the language development of children learning English as an additional language. However, staff do not always question children in a way that extends conversations to strengthen their language development. Older children learn to sit quietly, for example, to listen to a story. They enjoy art and craft activities, such as cutting and gluing. They are gaining the basic skills needed ready for starting school.

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

Children make friends and are encouraged to share, be kind and show respect for one another. Older children help younger children to put on their outdoor shoes and they take it in turns, for example, to ride in a train that others pull along. Children benefit from outdoor activities on a daily basis where staff give them lots of opportunities to exercise and be in the fresh air. Staff help children to develop good hygiene practices and children know they need to wash their hands before eating and after playing outside. Staff explain to children how they should use equipment, such as scissors, to promote their understanding of safe practice. Staff encourage children to take responsibility for certain tasks to encourage their independence. For instance, children enjoy helping to cut up fruit for snack time.

The effectiveness of the leadership and management of the early years provision requires improvement

The management of the playschool does not demonstrate a full understanding of all the requirements of the Early Years Foundation Stage. Staff do not receive regular supervisions with a senior member of staff. Therefore, they do not have ongoing opportunities to reflect on their practice and raise the overall quality of teaching. This means that checks on the quality of teaching, planning and assessment are not rigorous enough to ensure that children make good progress in their learning. Managers are aware of improvements that can be made at the preschool and have already implemented changes such as making resources outside more accessible for younger children. Adequate recruitment procedures are in place to ensure that only suitable people are able to work with children. This helps to protect children from harm. Staff attend training to keep their professional knowledge up to date. They share implement what they have learned in the playschool. For example, phonics training has helped staff to promote children's literacy skills. This improves the outcomes for the children.

Setting details

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| Unique reference number | EY426616 |
| Local authority | Islington |
| Inspection number | 823267 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 20 |
| Number of children on roll | 32 |
| Name of provider | Hanover Playschool Committee |
| Date of previous inspection | 12 December 2011 |
| Telephone number | 02077137366 |

Hanover Playschool at Priory Heights initially registered in 2003. The playschool is based in the Priory Green area of the London Borough of Islington. The setting is open between 9.15am and 3.30pm, each weekday, during school term times. The provider employs eight staff, including the manager. All staff hold appropriate early years qualifications. The manager is an Early Years Teacher. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years.

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