

# Grasshoppers Playgroup

Sir Thomas Abney School, Fairholt Road, London, N16 5ED



<b>Inspection date</b>	1 October 2015
Previous inspection date	4 March 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff are extremely friendly and implement effective and sensitive procedures to help settle children and their families into the setting. As a result, children develop secure emotional bonds with the staff and make good progress in their learning.
- The quality of teaching is strong. Staff observe children while they play and demonstrate a good knowledge of each child's interests and learning needs. They plan an imaginative and stimulating range of activities, inside and outdoors, that engage children and capture their interest.
- Staff develop and extend children's communication well through talking with them about what they are doing as they play.
- Staff engage well with children, building trustful relationships with them. This helps to promote children's self-confidence and enables them to feel that they are in a safe environment.
- Children are competent when using the large apparatus outdoors. They show good coordination when climbing, jumping, rolling and balancing on beams.
- The management team is committed to continuous improvement. Good systems are in place to monitor the quality of the provision for children and their families. Staff are enthusiastic, motivated and keen to access training that will support them in making improvements to their teaching.

### It is not yet outstanding because:

- Staff do not yet check the progress made by different groups of children in order to identify any gaps that may be occurring.

## What the setting needs to do to improve further

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

- use the information from assessments more effectively to check the progress made by different groups of children, so that those children who need additional support to achieve well can make as much progress as possible.

### Inspection activities

- The inspector had discussions with the manager about the provision of care for children.
- The inspector observed staff's interaction with children during play and activities.
- The inspector completed a joint observation with the manager.
- The inspector sampled some documents, which included staff records, training certificates, the record of the risk assessment and the fire-drill book.
- The inspector spoke with children, staff and parents.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is good

There are effective performance management systems, including ongoing training for all staff. The arrangements for safeguarding are effective. Through training, staff know how to protect children. The staff are informed, committed and passionate about the children and their roles. Partnerships with parents are strong. Parents are involved in the assessment process so they can support their children's learning at home. The managers carry out some monitoring of children's progress to identify any gaps in achievement. However, these systems are not yet rigorous enough to focus precisely on the progress made by specific groups of children. Highly effective partnership working takes place with the local school, where they have frequent visits. This prepares them well for the changes ahead.

### Quality of teaching, learning and assessment is good

Staff provide a good range of activities, both indoors and outdoors, that promote children's learning. Children develop positive attitudes to literacy, for example, they enjoy reading a variety of books. Children's communication and language skills are developing well. Staff speak clearly to children. They give children a range of instructions to follow during activities and children show that they understand as they follow and respond to the instructions. Staff count with children during everyday routines to reinforce numbers and mathematics. Staff have gained a good understanding of how children learn because they have relevant qualifications, training and experience. Children develop good relationships with staff and other children. They learn how to cooperate and to work well together as staff provide good opportunities and support for them to play in groups.

### Personal development, behaviour and welfare are good

Children receive regular praise and encouragement from the staff during physical exercise and when participating in activities. This helps to promote their self-esteem. Children understand and respond to the rules of the setting through the boundaries set by the staff. The children enjoy nutritious snacks each day and staff help them to learn about healthy eating and encourage their independence. Children have opportunities to be active and engage in physical play. For instance, outside they play on scooters, climb and balance.

### Outcomes for children are good

Staff provide a wide variety of experiences and activities to enable children to make good progress in all areas of learning. This helps children to be prepared for the next stage in their learning. All children are making good progress, including children learning English as an additional language.

## Setting details

<b>Unique reference number</b>	144587
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1024321
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Grasshoppers Playgroup Committee
<b>Date of previous inspection</b>	4 March 2010
<b>Telephone number</b>	0208 880 1141

Grasshoppers Playgroup operates from Sir Thomas Abney Primary School in Hackney. The group is open for five mornings a week from 8.55am to 11.30am, for 39 weeks a year. The two members of staff hold appropriate childcare qualifications. The playgroup supports children who speak English as an additional language.

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