

Avebury Playgroup

Roberta Street, London, E2 6AW



Inspection date	21 October 2015
Previous inspection date	14 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager and staff team prioritise children's safety and welfare at all times. They create a warm and harmonious environment in which children feel safe and secure in their care.
- Partnerships with parents are well established. Staff work closely with families to meet children's individual needs. They give parents good opportunities to contribute towards their children's learning.
- Staff build good links with local schools and support children to move on to school confidently.
- Children benefit from learning about other peoples' backgrounds. Staff regularly teach them to respect other cultures, celebrations and festivals to extend their knowledge further.
- Staff have a good understanding of how to promote children's mathematical development, such as teaching them to count in sequence, and recognise familiar shapes and patterns.

It is not yet outstanding because:

- Occasionally, staff do not always consider younger children's interests, particularly when planning some group-based activities to engage them fully during these times.
- At times, staff do not always make the best use of information they gather from parents when children first start, in order to establish children's starting points more clearly.

What the setting needs to do to improve further

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

- increase opportunities for younger children to engage in all activities fully throughout the daily routine, taking into account their individual needs and interests
- make better use of information gathered from parents about children's starting points, to establish fully their developmental progress.

Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including the setting's self-evaluation documents and evidence of staff suitability.
- The inspector spoke to parents during the inspection to take account of their views.

Inspector

Bushra Khan

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified and experienced manager has a good understanding of the Early Years Foundation Stage and is committed to her role. She is keen to drive improvement and is always looking for ways to move the playgroup forward. The manager regularly supervises staff performance and monitors children's progress. This enables her to maintain effective teaching standards and to ensure that all children make at least good progress. Furthermore, she encourages staff to improve their skills and access a broad range of training opportunities, in order to support the needs of all children. Safeguarding is effective. Staff thoroughly understand the procedures to follow in order to protect children from harm; they know what to do if they are concerned about a child's welfare.

Quality of teaching, learning and assessment is good

The staff team has a good understanding of how to promote children's learning and uses this knowledge well to plan inviting learning opportunities. In addition, staff understand how to support different groups of children to learn effectively, such as by adapting their teaching styles to accommodate their individual needs. For example, staff use signing to help develop children's communication and language skills. All children progress well, particularly those who are learning to speak English as an additional language. Staff know how to identify children's next steps in learning and plan challenging activities. Therefore, all children make good progress in their learning, particularly when compared to their starting points.

Personal development, behaviour and welfare are good

Staff are consistent in their high expectations of what children can achieve and understand. They establish daily routines and encourage positive behaviour. For example, they encourage children to consider the feelings of others and the effect of their actions. Children make independent choices throughout daily routines, such as during mealtimes. For example, they confidently choose from the snacks on offer and learn about healthy lifestyles. Children regularly take part in physical activity and achieve well in their physical development. For example, they confidently climb and balance to develop their large motor skills. Staff promote children's understanding about their own health, for example, by reminding them to wash their hands before eating.

Outcomes for children are good

All children make good progress in their learning and development. Children are increasingly independent and confident during their play. For example, they keenly select toys that interest them and are beginning to put on their own coats before outdoor activities. Children are well supported during group activities and gain essential skills to prepare them for their move to school.

Setting details

Unique reference number	119546
Local authority	Tower Hamlets
Inspection number	836054
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	28
Name of provider	Avebury Playgroup Committee
Date of previous inspection	14 October 2011
Telephone number	0207 739 7053

Avebury Playgroup registered in 1995 and is situated in Bethnal Green, within the London Borough of Tower Hamlets. The playgroup is open weekdays from 8.45am to 11.45am and 12.15pm to 3.15pm, during term time only. The provider employs five members of staff, all of whom hold appropriate early years qualifications ranging from levels 2 to 6. The provider is in receipt of free early education funding for children aged two, three and four years.

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