

Acorn Playgroup

2 Narford Road, Hackney, London, E5 8RD



Inspection date

25 November 2015

Previous inspection date

21 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The manager has not implemented a system to monitor staff practice. Staff do not receive the support they need to improve the quality of their teaching or identify training needs.
- Staff do not always organise activities effectively to encourage children's early reading and writing skills throughout the playgroup.
- Partnership working with other settings that children attend is not effective. There is no regular two-way flow of information to promote continuity in children's learning.
- There are missed opportunities to track the learning progress of particular groups of children to identify needs and improve outcomes. However, the manager has a good awareness of individual children's skills overall.

It has the following strengths

- Staff develop kind and caring relationships with children, which helps promote their personal development and welfare very well.
- Children play very well together and enjoy their time at the playgroup.
- Management and staff develop effective partnerships with parents and some other professionals. This helps individual children who need extra support to get the help they need.
- The manager and staff have a good understanding of how to keep children safe. They are aware of the correct reporting procedures should they have concerns about children's welfare.

What the setting needs to do to improve further

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

	Due Date
■ provide opportunities for staff to have effective confidential supervision meetings to identify training needs and promote continuous improvement in their practice	29/01/2016
■ establish partnerships with other childcare settings that children attend to support continuity in their learning.	29/01/2016

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

- ensure activities promote children's early reading and writing across all areas of the environment
- strengthen the monitoring of groups of learners to target the drive for improvement more closely.

Inspection activities

- The inspector observed the quality of teaching during activities inside and during outdoor play.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to two representatives from the local authority during the inspection and took account of their views.

Inspector

Barbara Firth

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager uses appropriate recruitment procedures to help ensure staff are suitable. However, she does not use other opportunities, such as supervision meetings successfully to help develop staff practices and improve children's learning. Staff attend some training to help improve their knowledge. However, this tends to focus on safeguarding, and health and safety. Since the last inspection, the manager and staff have improved the recording of children's attendance and observations effectively to identify next steps for individual children's learning. However, the manager has not established effective shared communications with other settings that children attend to support continuity in their learning. The management team do evaluate practices and recognise some areas that need to improve to promote better outcomes for children.

Quality of teaching, learning and assessment requires improvement

Staff gather useful information from parents when children first attend to help them plan children's progression. An effective key-person system means staff know children and families well. Information that staff share with parents helps them to support their children's learning at home. Parents confirm that their children have become more confident and independent. Children confidently select resources and spend time with their chosen activities. They are eager to discover solutions to the challenges they may encounter. However, staff do not always provide resources or encourage children to experiment with early writing and reading, especially for those who prefer to learn outdoors. Staff use ongoing assessment to monitor individual children's progress and identify where they need additional support. However, the manager does not effectively track the progress of different groups of children to address any common learning gaps.

Personal development, behaviour and welfare are good

Children behave well. Staff have clear expectations and they are good role models. For example, they demonstrate kindness, sharing and use good manners, and then praise children for following their lead. Staff establish close partnership working with parents to meet children's care needs and daily routines well. This helps contribute to children settling quickly and being emotionally secure. They are eager to see their friends and staff when they arrive. Children understand about expectations of good behaviour and play cooperatively together. Children develop an understanding of the importance of good health. For example, they know to wash their hands before snack time and staff remind them of the importance of playing outdoors and eating healthily.

Outcomes for children require improvement

Children develop independence in managing tasks for themselves and making choices. They make satisfactory progress and develop some skills in readiness for school.

Setting details

Unique reference number	144542
Local authority	Hackney
Inspection number	846630
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	15
Name of provider	Acorn Playgroup Committee
Date of previous inspection	21 June 2011
Telephone number	02088063610

Acorn Playgroup was registered in 1997. It is a voluntary group funded by the Hackney Learning Trust and operates from a community hall in the London Borough of Hackney. There are five members of staff, of whom four hold relevant early years qualifications. The playgroup opens Monday to Friday from 9.15am to 3.15pm during term time only. The provider receives government funding for free early years education for children aged two and three years.

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