

Hornsey-Ridge Playgroup

North Harringay Primary School, Falkland Road, LONDON, N8 0NU



Inspection date

1 December 2015

Previous inspection date

26 April 2012

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

- Managers demonstrate a strong commitment to improving outcomes for children. They have a clear vision for developing the provision further.
- Practitioners are skilful in following children's interests. They know children well and understand how they learn. Children make good progress in all aspects of their learning and development in readiness for school.
- Children enjoy attending this welcoming and friendly playgroup. They are extremely motivated and engage in learning. They are curious, and fascinated to explore and play in all areas of learning.
- Children build secure emotional attachments; they happily play alongside practitioners who are responsive, caring and respectful towards them. Children learn to value and respect others.
- All children make good progress in their learning. Practitioners regularly monitor their progress, which enables them to identify gaps in children's learning quickly and to provide additional support where necessary.
- The management team monitors staff performance well and provides ongoing support. Good systems are in place for practitioners, children and families to evaluate the provision and to contribute ideas for improvement.

It is not yet outstanding because:

- Staff miss some opportunities to explore ways to extend partnership working with parents fully, in particular by strengthening processes for sharing information about their children's learning.
- On occasion, practitioners do not give children enough time to think about and respond to questions, in order to foster all opportunities to increase their learning further.

What the setting needs to do to improve further

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

- give children sufficient time to think and consider their responses to questions, in order to increase their learning opportunities
- build on ways to share information even further with all parents, to strengthen children's learning in the playgroup and at home.

Inspection activities

- The inspector observed the quality of teaching during activities inside and during outdoor play, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the playgroup manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation, such as the playgroup's self-evaluation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures, and risk assessments.

Inspector

Barbara Firth

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers make sure that there are suitable processes in place for the safe recruitment and induction of practitioners. They have a thorough set of policies and procedures to support their good practice, which they regularly update and share with parents. Practitioners have a clear understanding of child protection procedures, including how to report any concerns. The use of accurate self-evaluation, together with robust improvement plans, ensures the quality of the provision continues to improve. Practitioners are well qualified and benefit from ongoing professional development opportunities. For example, they regularly attend training to update their skills and knowledge. Parents comment positively on the quality of care that staff provide and the progress their children have made since attending the playgroup.

Quality of teaching, learning and assessment is good

Children are happy, confident and enjoy learning. They make choices about what they would like to do. Children enjoy a wide range of learning opportunities and every area of development receives attention. Children develop their imagination and learn about the world as they take part role-play experiences, for example, in shopping or working at the supermarket in the home corner. They confidently express their creativity while they paint pictures and play dressing up. Overall, practitioners have good interactions with children. They encourage children to explore ideas, enjoy their learning and have fun. The effective use of well-planned activities has a positive impact on children's personal development, as well as their mathematical and language skills. For example, when children were making cookies, they are encouraged to weigh and mix their own ingredients and explain what they are doing. Practitioners observe children and monitor their progress, which they generally share with parents.

Personal development, behaviour and welfare are good

Children play and learn in a welcoming and friendly environment where practitioners support their emotional well-being successfully. Children are praised for their achievements, and practitioners compliment them on their excellent manners and sharing skills. Practitioners talk to the children about playing with their friends, and promote cooperation and taking turns. Children learn how to keep themselves safe and healthy. Practitioners remind them to be careful during their play and ensure that they follow good hygiene routines. The outside area has suitable and safe equipment to provide challenge for children and motivate them to develop their physical skills.

Outcomes for children are good

All children, including those in receipt of funding and children who are learning to speak English as an additional language, make good progress from their starting points. Practitioners have formed good partnerships with other professionals to support children where gaps in their learning are identified. Children gain good skills and attitudes needed for their future learning at school.

Setting details

Unique reference number	EY350704
Local authority	Haringey
Inspection number	835295
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	36
Name of provider	Hornsey-Ridge Playgroup Committee
Date of previous inspection	26 April 2012
Telephone number	0208 347 3937

Hornsey Ridge Playgroup registered in 2007. It is located in North Harringay Primary School, in the London Borough of Haringey. The provider employs eight practitioners, all of whom hold appropriate early years qualifications, including one who has Qualified Teacher Status. The playgroup is open from 9am to 3.30pm each weekday during term time. The provider is in receipt of funding for free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

