

Gants Hill Playgroup

Gants Hill Methodist Church, Gantshill Crescent, Ilford, Essex, IG2 6TU



Inspection date	5 November 2015
Previous inspection date	26 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 provider has successfully made improvements to meet the requirements of the Early Years Foundation Stage following the last inspection.
- The quality of teaching has improved and is good. Staff plan a wide variety of activities to promote all areas of learning, both indoors and outside. They capture children's interests well.
- Staff give children plenty of time to concentrate and get involved in activities. Children develop their own ideas and make good progress in their learning.
- Children, including those who speak English as an additional language, listen well in lively story times. They join in enthusiastically with familiar stories, rhymes and songs. With constant encouragement from staff, children become confident talkers.
- Staff set out simple guidelines so children know what is expected of them and their behaviour is good.
- Staff monitor children's progress effectively. They build positive relationships with parents through regular discussions to find out about children's needs and learning at home. Parents are kept well informed about their child's progress.

It is not yet outstanding because:

- Staff do not always encourage children to use their developing writing and number skills fully in their games and imaginative play.
- The nursery does not always encourage every parent to take up the full allocation of time set aside for their child. This means some children miss out on valuable learning experiences.

What the setting needs to do to improve further

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

- encourage children to use more of their emerging literacy and mathematical skills in games or imaginative activities they initiate themselves so they make the best possible progress in these key areas of learning
- consider different ways to encourage all parents to take up the full allocation of time set aside for their child so all children receive the best possible learning experiences.

Inspection activities

- The inspector observed activities indoors and outside. She spoke with staff and children at suitable times throughout the session.
- The inspector carried out a joint observation with the provider.
- The inspector held discussions with the provider.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector spoke with parents and took into account their written feedback to the nursery.

Inspector

Christine Davies HMI

Inspection findings

Effectiveness of the leadership and management is good

The provider leads the team well. With the provider's encouragement, staff have developed their skills in different roles. The team has successfully reorganised snack time and refurbished the outdoor space to improve teaching and learning. The provider tracks children's progress carefully to ensure planning meets children's needs and any gaps in children's learning are tackled. The arrangements for safeguarding are effective. Staff keep the premises safe and secure with thorough risk assessments, including when using the outdoor area. Procedures for staff recruitment meet safeguarding requirements. Staff know what to do if they have concerns about a child's safety or welfare as they follow the nursery's clear procedures. The provider has established effective partnerships with local children's centres and schools to secure early help if the need arises.

Quality of teaching, learning and assessment is good

Staff introduce particular skills effectively, such as how to hold a pencil securely for drawing. They refresh the resources regularly during each session to match children's interests. Children access computer technology to build up their listening skills, with rhymes and songs accessible in English and other community languages. Children enthusiastically develop their creativity as they dress up, paint, build with bricks and natural materials. Older children show they can recognise sounds linked with some letters of the alphabet and they know numbers up to 20. Staff plan interesting challenges, such as reading words in board games and counting scores in football. They encourage children by praising their achievements. However they do not always show children how to extend their skills further, for example by incorporating similar challenges in children's imaginary role play games.

Personal development, behaviour and welfare are good

Staff, children and parents build purposeful relationships that nurture children's development well, in preparation for moving on to nursery or school. Following the good model set by staff, children learn to value difference and treat each other with friendship and respect. Children learn about healthy eating and healthy physical exercise through shared routines of the day. Children learn good hygiene practices, such as when to wash their hands. They can find their own coats for outdoor play. Children enthusiastically practise 'golden rules' at circle time and use these guidelines confidently. For example, they remind each other 'We don't shout.' However, some children who arrive late or leave early miss out on learning together and are generally not so confident. Key staff work one-to-one with children who need additional support to help them to share and take turns.

Outcomes for children are good

Children start at the playgroup with widely diverse care and early education experiences; and most are at a very early stage of speaking English. The playgroup's focus on inclusion ensures children settle in well and catch up steadily. Older children are working within the range of development typical for their age, across all areas of learning. They achieve the confidence and range of skills they need to be ready for the next steps in their learning.

Setting details

Unique reference number	EY410036
Local authority	Redbridge
Inspection number	1017520
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	29
Number of children on roll	33
Name of provider	Sukriye Nihan Icel
Date of previous inspection	26 November 2014
Telephone number	07518112275

Gants Hill Playgroup registered in 2010 and is operated by a private individual. The playgroup has the sole use of a hall and an outdoor play area during hours of operation. The setting is open Monday, Wednesday, Thursday, and Friday 9am to 12 noon, in term-time only. On Tuesdays, the setting is open from 9am to 3pm. The setting provides free early education for two-, three- and four-year-old children. The setting supports disabled children and those with special educational needs as well as children who speak English as an additional language. The setting employs nine members of staff including the manager. Of these, all hold appropriate early years qualifications.

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