

# Mole on the Hill Playgroup

Stamford Hill Estate Community Centre, 110 Stamford Hill, London, N16 6RZ



## Inspection date

9 March 2016

Previous inspection date

31 May 2012

<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 kind, caring and attentive towards the children. This helps them to build strong bonds and secure emotional attachments, supporting children's well-being and personal development effectively.
- Children learn constantly about keeping themselves safe. Staff are patient and explain their expectations to the children clearly. This helps children to act safely and behave well.
- Staff support all children to make at least good progress in all areas of their development.
- Staff are qualified and their teaching is consistently strong. They regularly access training and gain even higher qualifications. This has a positive impact on all staff as they share knowledge and strengthen their practice, to prepare children for their next stage in learning.
- The managers demonstrate a good commitment to improving the outcomes for all children. Their monitoring and self-evaluation shows a positive attitude towards the development of their provision.

### It is not yet outstanding because:

- Staff are not always sharply focused on incorporating children's individual next steps in learning into daily activities. This means children are not consistently supported to make better than good progress in their development.
- The managers have identified a need to build on relationships with parents to check children's progress and to plan for their future learning more effectively. However, they have not yet managed to find successful ways to gather information from some parents about learning that happens at home.

## What the setting needs to do to improve further

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

- sharpen staff's knowledge of how to more successfully incorporate children's next steps in learning into activities, enabling children to consistently make fast rates of progress in their development
- explore more ways to involve all parents in their children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector interacted and spoke to children and parents during the inspection and took account of their views.
- The inspector held meetings with the manager. She looked at relevant documentation, such as evidence of the suitability of staff and the monitoring of children's progress.

### Inspector

Beverley Devlin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The deployment of staff ensures children receive high levels of supervision. All staff have a clear understanding about child protection issues. They understand the procedures to follow if they have concerns about a child's welfare. Robust recruitment processes ensure that staff are of high quality and are suitably checked. This provides stability and security for children. The manager monitors the educational programmes and staff practice closely, ensuring any areas for improvement in children's progress or staff practice are identified and acted upon. Parents are positive about the impact that staff have on their children's progress.

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

Staff regularly observe and assess children and understand how to promote children's learning and development. They skilfully promote children's learning by encouraging them to enjoy a wide range of play experiences. Staff encourage them to try new activities. Children enjoy mixing flour, water and paint together to pretend that they are making cakes. Children respond well to individual attention provided by staff, who recognise the uniqueness of each child. Staff provide many good opportunities to develop their communication skills, their own ideas and to solve their own problems. Children's communication skills develop well. Staff model words for them, encouraging their understanding during story time and rhyme time. Children who speak English as an additional language are supported well. Staff use gestures and lots of communication strategies to support their ongoing progress in English.

### Personal development, behaviour and welfare are good

Staff are good role models who give children lots of positive praise and encouragement. They provide clear and consistent boundaries to teach children right from wrong. Children are confident to explore, try new things for themselves and make new friendships. They learn to respect each other, behave appropriately and work together in harmony. Physical activities and exercise are well promoted throughout the day. Children respond positively to being active. At snack times, staff encourage children to try new foods and help them to prioritise options, such as fruit. This helps to promote children's good health and well-being.

### Outcomes for children are good

All children, including those who are in receipt of funded education, are making good progress in their learning and development, in readiness for school. Staff effectively extend children's mathematical concepts through play and exploration. Children eagerly count and name different colours and shapes, such as, orange, triangle and rectangle as they play. Children throw themselves wholeheartedly into activities with imagination and energy.

## Setting details

<b>Unique reference number</b>	144626
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1024324
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Mole on the Hill Playgroup Committee
<b>Date of previous inspection</b>	31 May 2012
<b>Telephone number</b>	020 8806 0215

Mole on the Hill Playgroup was registered in 1991. The playgroup is situated in Stamford Hill in the London Borough of Hackney. The playgroup is open each weekday from 9.30am to 12.30pm and 12.45am to 3.45pm, 42 weeks of the year. The playgroup is in receipt of funding for the provision of free early education to children aged three and four years. The playgroup currently supports children who speak English as an additional language. There are three members of staff, all of whom hold appropriate early years qualifications.

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