

# West Green Playgroup

Keston Centre, Keston Road, London, Tottenham, N17 6PJ



## Inspection date

13 April 2016

Previous inspection date

14 April 2015

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 manager and committee have worked effectively to develop all aspects of the provision since the last inspection. They use self-evaluation well to review practice and set targets for improvement. This leads to a motivated staff team and helps to maintain the good quality of teaching and care children receive.
- Staff have a good understanding of their safeguarding responsibilities. They implement policies and safe working practices to promote children's health, safety, and well-being.
- Staff interactions with children are warm and responsive, which encourages children to feel confident to explore a range of experiences in a purposeful way.
- Staff share information with parents about their children's achievements. Parents report that they particularly appreciate the ideas key persons provide them with to further support children's learning at home.

### It is not yet outstanding because:

- Staff are at an early stage of implementing an improved tracking system. This is beginning to help leaders and managers gain a precise overview of the progress of different groups of children so they can identify more specifically any gaps in learning or staff knowledge in order to continue on the improvement journey.
- Staff do not always fully consider the learning needs of some children taking part in everyday activities. Children occasionally lose interest and become distracted in larger group activities.

## What the setting needs to do to improve further

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

- embed the tracking system to help staff get a precise and more specific overview of where different groups of children are at in their learning so this information can be used to further support all children to make the best progress possible
- strengthen the organisation of some everyday activities, to fully engage all children and to meet their individual learning needs.

### Inspection activities

- The inspector observed activities both indoors and outside.
- The inspectors spoke with staff and children at appropriate times during the day and held discussions with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of the inspection.
- The inspector looked at children's records, planning documentation, information about the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Catherine Greene

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and committee make it a priority to create a team that has a shared and positive approach to running a safe and well-managed playgroup. All staff take responsibility for risk management. Recruitment and vetting procedures ensure all adults, including those with responsibility on the committee, are suitable to work with children. Staff provide sensitive support to new staff who are not so familiar with the playgroup's policies and procedures. Safeguarding is effective. Staff have a good understanding of their responsibilities to safeguard and protect children. The manager is proactive in making improvements so that staff practice develops consistently well. She is using a revised assessment tool to identify more precisely any gaps in children's learning or staff knowledge.

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

Staff use information from children's assessments to monitor the progress they are making. They identify individual support for each child and plan opportunities for children to practise and develop their skills further. Children enthusiastically take part in small-group time. Staff follow children's lead and interests during conversations and model language effectively. This also supports children learning English as an additional language to make good progress. Children show sustained interest and become immersed in play and learning. On occasion, larger group activities are less well planned to capture the interests of all children. Children's progress in mathematics is developing well because of action taken by staff who provide specific activities to promote number problems during play outdoors. Children play together in mixed groups of boys and girls as they problem solve and make their own see-saw to balance on. As a result, children progress well and develop valuable skills they need to be ready for the move on to school.

### Personal development, behaviour and welfare are good

Children play in a welcoming environment that is full of interesting resources. Staff are calm and patient in their approach. They talk to children about safe behaviour and make them aware of risks, such as when climbing on the ladder and playing with the tools in the woodwork area outdoors. Children demonstrate their developing understanding of safety as they respond positively to staff reminders. They understand why they need to sit at the table while eating the fruit they help to prepare. Children are confident and develop good levels of independence. They respond well to clear explanations about sharing and taking turns as they learn how to play cooperatively with their friends.

### Outcomes for children are good

The quality of teaching is good. Staff plan activities that motivate and interest children. Children have fun playing in the adventurous and appealing outdoor area. They excitedly use large play equipment which helps them to develop their physical skills. They make choices from the materials on offer, decide what additional resources they need and think of different ways to be creative. They are developing good problem solving and coordination skills.

## Setting details

<b>Unique reference number</b>	140474
<b>Local authority</b>	Haringey
<b>Inspection number</b>	1032118
<b>Type of provision</b>	Full-time 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>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of provider</b>	West Green Playgroup Committee
<b>Date of previous inspection</b>	14 April 2015
<b>Telephone number</b>	02088855445

West Green Playgroup registered in 1997 and is situated in Tottenham, in the London Borough of Haringey. The playgroup is open from 9am until 4pm, every weekday during term time. All staff hold relevant early years qualifications. The provider receives funding for the provision of free early education for two-, three-, and four-year-old children.

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