

Hanover Playschool at Priory Heights

Priory Heights, Wynford Road, London, N1 9SG



Inspection date

20 April 2016

Previous inspection date

12 May 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

- Staff provide an interesting learning environment indoors and outdoors. Children are motivated learners who become involved in their self-chosen play. They make good progress and are well prepared for their next stage in learning.
- Staff are skilled at identifying any gaps in children's individual development. The manager and staff precisely track children's progress. Staff use effective observations and assessments to plan children's individual next steps in learning well.
- Children are confident and behave well. They show respect for others and play harmoniously together. Staff meet children's emotional and physical needs well and are good role models to them.
- The manager and staff establish professional relationships with parents, and share information effectively about children's development and progress. For example, they ask parents to provide details about children's achievements at home, and agree with them how to support their children's learning needs. This encourages a consistent approach at home and at the playschool.

It is not yet outstanding because:

- Occasionally, planned group activities do not challenge and engage children's interest to extend their learning, particularly for older and more able children.
- Staff do not make the best use of children's interests to extend 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:

- strengthen the planning of group activities further to ensure all children are consistently challenged and engaged, in particular the older and more able children
- make better use of children's interests to extend their learning further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of practice with the manager.
- The inspector looked at the children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector spoke to the children and a selection of parents during the inspection and took account of their views.

Inspector

Laxmi Patel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of the action to take if they have a concern about a child's welfare. The manager follows rigorous procedures to check the suitability of new staff, as well as their ongoing suitability. The manager observes staff practice and meets with them regularly. For example, she provides feedback to staff about their use of questions to develop their practice further. The manager involves staff, parents and children in reviewing the quality of the provision. She works closely with the local authority advisor and identifies and works towards improvements effectively. For example, she implements action plans and identifies staff professional development needs, such as training, to raise the quality of the provision and teaching. Partnerships with other professionals and the local school are well established, to help provide continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn, and they provide activities that children enjoy. Children concentrate well, for example, when they explore and investigate different textures and materials, such as natural objects. Staff sensitively support children's language and communication skills. For example, they talk to children in other languages they speak at home, and use pictures and gestures alongside words to support children's understanding and use of English. Staff use opportunities well to teach children about mathematics. For example, they ask children to count the pieces of fruit they have.

Personal development, behaviour and welfare are good

Children are happy and have a strong sense of belonging. They form good relationships with staff. Children's understanding of being safe and healthy is supported well. For example, they remind each other that they must sit down when eating, and learn that healthy foods help their bodies grow strong. Children benefit from daily opportunities to play outside, where they challenge their physical skills. Staff teach children to manage risks for themselves, and consider their own and others' safety. For example, children ride bikes in the garden, taking care to navigate around their friends. Children's similarities and differences are celebrated and valued. For example, staff celebrate and display children's work and praise their efforts warmly.

Outcomes for children are good

All children progress well. They learn new skills to support their future learning, including starting school. Children are confident, sociable and independent and enjoy sharing experiences with their friends. They develop good mathematical skills. For example, they count, sort, and confidently talk about different sizes. Children extend their literacy skills well, such as learning about letters and how to write their names independently.

Setting details

Unique reference number	EY426616
Local authority	Islington
Inspection number	1015527
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	20
Number of children on roll	25
Name of provider	Hanover Playschool Committee
Date of previous inspection	12 May 2015
Telephone number	02077137366

Hanover Playschool at Priory Heights registered in 2003. The playschool is based in the Priory Green area, in the London Borough of Islington. The setting is open between 9.15am and 3.30pm each weekday during school term times. The provider employs eight staff, including the manager. All staff hold appropriate early years qualifications. The manager is an Early Years Teacher. The playschool receives funding to provide free early education for children aged two, three and four years.

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