

# Acorn Playgroup

2 Narford Road, Hackney, London, E5 8RD



## Inspection date

16 June 2016

Previous inspection date

25 November 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 has established more effective systems for supporting staff's expertise. The quality of teaching has improved to good levels as staff have become more skilful, knowledgeable and seek higher qualifications, for example.
- The manager and staff have a positive approach towards change and work closely with other early years professionals to support their practice further. For example, improved planning now meets children's individual learning needs more successfully.
- Staff spend time getting to know children well when they join, and they involve parents in finding out about children's interests and needs. This enables staff to plan interesting learning experiences for children that keep most motivated to learn.
- Staff care for children well. Children form a close bond with staff, which helps them to develop emotional security and the confidence to explore the wide range of experiences on offer to them.
- Children generally make good progress, including those who need additional support. They are well prepared for their next stage of learning.

### It is not yet outstanding because:

- At times, staff do not provide activities or teaching that extend children's learning further.
- Sometimes children are not supported effectively to develop deeper thinking skills.

## What the setting needs to do to improve further

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

- ensure that teaching and activities extend children's learning more effectively
- support children in developing their thinking skills to deepen their understanding.

### Inspection activities

- The inspector observed activities and the quality of teaching, indoors and outdoors.
- The inspector took account of parents' views through discussions.
- The inspector held a meeting with the managers and completed a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector sampled documentation, including children's development records, the self-evaluation form, and key policies and procedures.

### Inspector

Michelle Bassani

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff are suitable to work with children and that they have a good understanding of how to keep children safe and protected from harm. For example, staff carry out daily safety checks on the premises and know what action to take over any concerns about children's welfare. Staff attend training to keep up to date with any changes in safeguarding legislation. Improved systems are in place for carrying out self-reviews of practice. Managers involve staff, committee members, parents and children in this process. An action plan targets weaker areas of practice clearly and this is having a positive impact on staff practice. In turn, this has improved outcomes for children.

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

Partnerships with parents are successful. Parents have many different opportunities to discuss and be involved in their children's ongoing learning both at home and in the setting. Staff check children's progress carefully and are skilful at supporting children's communication and language skills. For example, children take part in enjoyable, language-based activities where they describe different objects. However, sometimes opportunities are missed to extend their learning even further. Children find out about the world around them as they discuss differences and change. Experiences such as examining and comparing a ripe and over-ripe banana, for instance, aid this understanding.

### Personal development, behaviour and welfare are good

Children learn about the importance of leading a healthy lifestyle. For example, they are encouraged to eat healthy foods, such as fruits, and staff work with parents to ensure that children have healthy foods for lunch. Children have regular exercise outside and can move freely between the indoor and outdoor areas. Children fine-tune their physical skills as they throw balls at a target and chase after them or manage to balance small blocks on top of each other. Children behave well and are caring and considerate towards one another. They pour out drinks for their friends and happily take turns with resources when playing games together.

### Outcomes for children are good

Children learn important skills that prepare them for the future. Children learn about mathematical concepts, such as quantity and size, and can cut and share fruit with friends. They develop reading and writing skills when making their own books and sharing their efforts with others, for example. They are sociable, confident and become independent learners. Children who have additional learning needs or who speak English as an additional language learn basic skills well.

## Setting details

<b>Unique reference number</b>	144542
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1033382
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Acorn Playgroup Committee
<b>Registered person unique reference number</b>	RP523626
<b>Date of previous inspection</b>	25 November 2015
<b>Telephone number</b>	02088063610

Acorn Playgroup registered in 1997. It is situated in the London Borough of Hackney. The playgroup normally operates five days a week from 9.15am to 3.15pm, term time only. There are four members of staff, two of whom hold relevant early years qualifications. The provider receives government funding for free early years education for children aged two and three years.

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