

# Vernon Pre-School Playgroup

29 Vernon Road, Bow, London, E3 5HQ



## Inspection date

22 September 2016

Previous inspection date

5 November 2012

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | 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 make regular assessments of individual children and use these effectively to plan what they need to learn next. Staff provide children with any additional support that they need and all children make good progress.
- Staff implement the key-person system effectively. They establish close partnerships with parents to meet children's needs and routines, helping them to settle quickly.
- Leaders and staff use the self-evaluation process well, which includes the views of staff, parents and children, to help identify areas for improvement.
- Staff accommodate children's ideas well and typically expand learning opportunities to develop children's current interests.
- The pre-school is highly inclusive. Children learn to respect and value each other's differences and experiences.
- Staff have a secure understanding of how children learn. They understand their role in helping children to achieve, in readiness for starting school.

### It is not yet outstanding because:

- Leaders have not embedded fully their monitoring processes. For example, although staff closely monitor the progress of individual children, this process is less successful when identifying progress made by specific groups of children.
- Occasionally, staff do not make the most of opportunities to reinforce children's understanding of the importance of healthy eating.

## What the setting needs to do to improve further

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

- continue to strengthen processes for monitoring children's progress, in particular, to get a clearer overview of progress relating to specific groups of children
- make full use of opportunities to develop children's understanding of the benefits of following a healthy diet.

### Inspection activities

- The inspector observed staff interaction with children during a range of activities, indoors and outdoors.
- The inspector spoke with the managers, staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

### Inspector

Christine Lamey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand their responsibilities well. For example, the manager undertakes recruitment checks and staff complete relevant child protection training. They are aware of the procedures to follow if they have any concerns about a child's well-being. Staff seek opportunities to improve their skills. For instance, they regularly attend courses run by the local authority. This has had a positive impact upon children's learning and development. For example, staff have improved the way that they involve parents in children's learning at home. Partnerships with parents are good. Parents speak highly of the staff and the setting. Leaders ensure that the pre-school is well resourced, indoors and outdoors, and there are plenty of stimulating and exciting activities.

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

Staff are good role models who consistently support children's communication and language. They encourage children to learn correct pronunciations, be confident speakers and extend their vocabulary. Staff frequently teach children about early mathematics in everyday practical activities. For example, children count cups of flour and water when making play dough, and guess how many small objects they can get in their cupped hands. Children learn good early literacy skills. For example, they sound out the letters of their names and refer to animals that start with sounds. Staff provide a wide range of opportunities and experiences for children to learn about people and communities. For example, children join in activities to mark a range of cultural and religious festivals.

### Personal development, behaviour and welfare are good

Staff talk kindly and respectfully to children, and help them to understand the rules and boundaries well. Children's behaviour is good. They gain an understanding of managing risks, such as through activities that encourage them to explore, and they develop a sense of curiosity. For example, while children play outdoors, they learn to take care as they climb, balance, and ride bikes. Children learn about hygienic practices. For example, they wash their hands before eating and after playing in the planting area. Staff support children to explore their own interests and make choices about what they play with.

### Outcomes for children are good

Children are happy in the setting. For example, they regularly play in small groups together, making up their own games. Sensitive support from staff ensures that even very new children are confident to explore and investigate. Children gain the necessary skills for the next stage of their learning. For example, they learn to identify letters in their names while drawing, and identify numbers and quantities during cooking activities.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY231123  |
| <b>Local authority</b>                           | Tower Hamlets   |
| <b>Inspection number</b>                         | 1058786   |
| <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>                    | 20  |
| <b>Number of children on roll</b>                | 30  |
| <b>Name of registered person</b>                 | Vernon Pre-School Playgroup Committee   |
| <b>Registered person unique reference number</b> | RP520670  |
| <b>Date of previous inspection</b>               | 5 November 2012   |
| <b>Telephone number</b>                          | 02089817516   |

Vernon Pre-School Playgroup registered in 2002. The setting is situated in Bow, in the London Borough of Tower Hamlets. The pre-school is open from 8.45am to 11.45am and from 12.15pm to 3.15pm, Monday to Friday, during term time only. The pre-school employs four members of staff, who all hold appropriate qualifications in early years at level 3. The provider receives funding for the provision of free early education for children aged two, three and four years.

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