

Little Donnington Playgroup

Donnington Primary School, Uffington Road, LONDON, NW10 3TL



Inspection date	27 September 2016
Previous inspection date	23 October 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- There are gaps in some staff's understanding in implementing the setting's policies fully. This mainly relates to the use of mobile phones and cameras by visitors to the playgroup, which compromises children's safety.
- The manager and staff lack a clear understanding about the role of the key person, particularly in supporting children to settle well and in working in partnership with parents.
- Staff miss opportunities to offer more targeted support to children with identified communication and language needs, which hinders them from making good enough progress from their starting points.
- The manager is still in the early stages of fully establishing processes for undertaking progress summary checks for children between the ages of two and three years.

It has the following strengths

- Children have regular opportunities to engage in physical play and outdoor activities.
- Children develop suitable hygiene practices. For example, they learn to follow daily routines such as regular handwashing.
- Staff carry out appropriate risk assessments to ensure that children play in a safe environment indoors and outdoors.
- Staff work appropriately with outside agencies, such as to gather further information about children who have special educational needs.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure staff understand their role to implement the setting's policies and procedures effectively, with particular regard to the use of mobiles phones and cameras 	17/10/2016
<ul style="list-style-type: none"> ■ implement an effective key person system, in particular, to provide emotional support to children when they first start, to help them feel more settled, in partnership with their parents. 	17/10/2016

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

- strengthen the educational programmes for communication and language, in particular, to offer more tailored support for those children with specific learning needs, to improve their communication skills
- continue to embed fully the current processes of completing progress checks for two-year-old children, to swiftly identify and address any possible areas where children may need further support.

Inspection activities

- The inspector observed activities in the indoor and outdoor environments.
- The inspector observed the quality of teaching as staff engaged with children in their play.
- The inspector engaged with the children, and spoke to parents and staff to gather their views during the inspection.
- The inspector jointly observed the quality of teaching and held discussions with the manager at appropriate times during the inspection.
- The inspector looked at a sample of records and documentation, including children's individual profiles and records of staff suitability checks.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager ensures that staff are suitable to work with children, and all staff know what to do if they had any concerns about the welfare of a child. Despite this, some staff lack a clear understanding of their setting's policy regarding the use of mobile phones, particularly when they see parents using these. Although there is a potential risk to children, staff supervise children effectively at all times. The manager has appropriately addressed the weaknesses from the last inspection. She manages staff performance suitably. For example, she carries out regular supervisions and appraisals to monitor staff performance. She encourages staff to attend training, and to share their skills and knowledge through team meetings. However, this has had a limited impact on raising the quality of the setting to good.

Quality of teaching, learning and assessment requires improvement

Staff observe children to highlight their achievements and plan for their next steps in learning. However, arrangements for completing progress summary checks for children between the ages of two and three years are not fully in place. In addition, staff do not make full use of the processes they have in place to support effective communication with children, particularly those children who have communication difficulties. Despite this, children do benefit from a well-resourced learning environment where staff offer suitable experiences across the different areas of learning. For example, children have opportunities to experiment with water and sand, explore using play dough, engage in imaginative play, such as in the home corner, and practise early writing skills. Children also enjoy looking at books and listening to stories.

Personal development, behaviour and welfare require improvement

The key person system is not embedded into practice. For example, staff do not work consistently with all parents to support new children through the settling-in process or in forming secure attachments from the onset. This hinders children's emotional well-being and sense of feeling secure. Children learn about healthy lifestyles. For example, they make choices from healthy snacks and help themselves to water when they are thirsty. They enjoy playing in the host school's outdoor area, where they practise physical skills, such as climbing, balancing, using the ride-on toys and exploring the large open space.

Outcomes for children require improvement

Children show independence in their play and develop an awareness of others. For example, they learn to share, take turns with resources and play with older children, such as in the outdoor play area. However, due to inconsistencies in supporting their emotional well-being and their language and communication needs, not all children acquire the skills they need to prepare fully for the next stage in their learning.

Setting details

Unique reference number	EY367310
Local authority	Brent
Inspection number	1058854
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	22
Name of registered person	Little Donnington Playgroup Committee
Registered person unique reference number	RP906643
Date of previous inspection	23 October 2012
Telephone number	0208 451 0761

Little Donnington Playgroup registered in 2008. It operates from Donnington Primary School, in Willesden, in the London Borough of Brent. The playgroup is open each weekday from 9am to midday, during term time only. The playgroup employs four members of staff, all of whom hold relevant childcare qualifications. The playgroup receives funding to provide free early education for children aged two and three years.

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