

Teddington Methodist Playgroup

Methodist Church Hall, Stanley Road, Teddington, Middlesex, TW11 8TP



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| Inspection date | 16 September 2016 |
| Previous inspection date | 18 March 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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

- There is a strong partnership between the parents and the practitioners. Parents speak highly of all the practitioners. They value their input and say they trust them to care for their children.
- The children benefit from a consistent staff team who work well together. The staff are good role models to children. They show consideration and respect for each other and for the views and feelings of the children.
- Good links have been made with other child care professionals to support the needs of all the children.
- The strong key person system helps children become secure, develop their independence and prepare them well for their next stage.

It is not yet outstanding because:

- Managers regularly evaluate the effectiveness of planned activities, but sometimes they do not seek the views of the practitioners. Consequently the broadest view is not always reflected in the evaluation process.
- The systems to obtain detailed information about every child's starting points are not yet fully established. Therefore practitioners are not always able to plan as thoroughly as possible for all children's next steps in learning from the very outset.

What the setting needs to do to improve further

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

- explore and identify additional options for obtaining more detailed initial information from parents about what their child can already do at home, to assist more precise planning for children's individual learning from the outset of their attendance
- identify ways in which the views of all practitioners can be easily captured as part of the process for evaluating activities, to ensure that all evaluations are based on the most comprehensive knowledge available.

Inspection activities

- The inspector observed the quality of teaching during both indoor and outdoor play activities.
- The inspector completed a joint observation of practice alongside the manager.
- The inspector held a meeting with both nursery managers.
- The inspector spoke with children, parents and practitioners at appropriate times throughout the inspection to gain their views and took these into account.
- The inspector sampled a range of documentation including the setting's self-evaluation document, staff suitability records, observation and assessment records about children's learning, policies and procedures.

Inspector

Gillian Karen Joseph

Inspection findings

Effectiveness of the leadership and management is good

The provider has made and sustained improvements in the quality of the provision since the last inspection. Managers evaluate practice and activities and have agreed plans to promote on-going improvement. The arrangements for safeguarding are effective. Practitioners have attended safeguarding training. This has strengthened their understanding of the procedures to follow if concerned that a child may be at risk of harm. The managers carefully monitor the performance of practitioners through the regular supervision meetings and observations of practice. As a result, practitioners receive individualised support and training which helps to build a competent team. There are strong partnerships between practitioners, parents, and other child care professionals. These partnerships help ensure children's individual needs are considerably supported.

Quality of teaching, learning and assessment is good

Practitioners carry out regular observations of children's play and learning. They know the children well and support their interests through planned activities and by responding to child initiated play. For example, practitioners make sure children are suitably clothed to go out and play in the rain. The children have great fun as they sweep puddles of water and add washing up liquid to create bubbles in the puddles. Some children enjoy digging the earth and looking for insects. Practitioners ably extend children's learning by providing magnifying glasses. Children use these to look closely at the insects and are fascinated. Children have good opportunities to pursue their interests both indoors and outdoors. They use cameras to take pictures as they explore their environment. They represent their ideas while they paint. For example, children paint and talk about their green painting being an 'alien and slimy'. Through perceptive listening and skilful questioning practitioners help children express their thoughts clearly.

Personal development, behaviour and welfare are good

Children form positive relationships with adults. There is a strong key person system which supports the settling-in process. It provides children and parents with consistency and reassurance. Managers know, however, that by obtaining more detailed information about all children's starting points the settling-in process can be made even stronger. Children behave well, they make friends and learn to value others. They learn about how to keep safe and healthy. Practitioners encourage children's independence, for example, at snack time they talk to children about healthy eating, promote good hygiene practices and support children to pour their own drinks and prepare their fruits.

Outcomes for children are good

Children start to recognise letters and numbers. During routine activities practitioners use mathematical language to help children with early recognition of mathematical concepts. Practitioners interact well with children. They are skilled at identifying where additional support is needed. This is provided so that all children make good progress and are ready for their next steps in learning, including transition to school.

Setting details

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| Unique reference number | 509702 |
| Local authority | Richmond upon Thames |
| Inspection number | 1052420 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 20 |
| Name of registered person | Teddington Methodist Playgroup Committee |
| Registered person unique reference number | RP909062 |
| Date of previous inspection | 18 March 2016 |
| Telephone number | 07932 455415 |

Teddington Methodist Playgroup opened in 1969. It operates in a hall at Teddington Methodist Church. The playgroup is open Monday to Friday, from 9.15am to 12.30pm, for 37 weeks of the year. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. The playgroup committee employs six staff. Of these, five staff hold relevant child care qualifications. This includes the two managers. One manager holds Early Years Professional status and a degree in early education.

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