

Herga Opportunity Playgroup

Northolt Road Communal Hall, Northolt Road, South Harrow, Middlesex, HA2 0NR



Inspection date	18 October 2016
Previous inspection date	26 April 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

- The provider has made and sustained improvements in the quality of the provision since the last inspection to meet all requirements of the Early Years Foundation Stage.
- Staff assess children's needs and know the children well. They are warm and caring, which enables children to settle quickly, and become confident in their environment.
- There is a strong partnership between parents and staff. Parents praise the commitment of the staff and say they feel supported because staff are approachable and considerate, which effectively supports their child's emotional well-being.
- Partnerships between staff and other professionals are effective. Partnerships ensure that children's additional care and educational needs are prioritised and planned for.
- All children make good progress from their starting points. This includes children whose starting points are below those of other children of their age.
- The staff work as a team, they respect and value each other's differences, their behaviour and attitudes provide positive role models for the children.

It is not yet outstanding because:

- Some outdoor play equipment is worn and in need of replacement. As a result, children have too few opportunities to fully extend their learning, including practicing their physical skills such as climbing and balancing.
- The indoor environment does not provide a sufficiently stimulating learning space which encourages children to play, explore and follow their imagination as fully as possible.

What the setting needs to do to improve further

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

- improve resources which are in poor condition and fully extend opportunities for children to explore a range of outdoor play activities
- enhance the organisation of the indoor learning space so that it creates a learning environment where children can play and explore as fully as possible.

Inspection activities

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

Inspector

Gillian Karen Joseph

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed safeguarding training. They understand their responsibilities and the procedures to follow if concerned about a child's welfare or development. The managers closely monitor and evaluate the overall effectiveness of the nursery. They take into consideration the preferences of the children and listen to the views of parents and staff. Managers observe staff practice and have introduced regular supervision meetings with staff to provide appropriate support. This management practice helps to secure and maintain good outcomes for all children.

Quality of teaching, learning and assessment is good

Staff make regular observations of children's learning and use these effectively to plan purposeful activities. Staff adjust activities so that all children can participate. For example, in the garden some children hop through the hoops on the ground and others step through them. Children develop good attitudes to learning as staff encourage them to have a go but respect their preferences. For example, children try hand print painting, but those who dislike it have a choice to paint with a paintbrush and still gain a sense of achievement. Staff lead children in a music and movement exercise, but when children say they want to sing, staff accommodate this. Children select and sing rhymes enthusiastically and have fun doing the actions to 'wind the bobbin up'. Mathematical concepts are reinforced while children work with dough. For example, staff encourage children to count and compare sizes such as big and small and long and short. Children are learning to recognise their written name and proudly point out the letters from their name when seen in print.

Personal development, behaviour and welfare are good

There is a strong key person system in place, which promotes children's emotional well-being effectively. As a result, children are settled and enter nursery happily. There is a consistent and sensitive approach to managing behaviour which results in children learning to value and respect others and behave well. Staff work together with parents to support children's personal care needs such as toilet training. Children are learning to manage risks through routine activities. For example, during snack times staff guide and encourage the children to carefully slice fruits with knives. Staff ask children why they need to handle the knife carefully and the children say 'it can cut you', this shows that they have gained an understanding of the related risk.

Outcomes for children are good

All children make good progress based on what they already know and can do when they start nursery. The effective partnerships between staff, parents and professionals enable care and learning to be tailored effectively to meet children's special educational needs and/or disabilities. Children's communication and language skills are strongly supported through a programme of joint working with the speech and language therapists. Consequently children are well prepared for their next steps in learning.

Setting details

Unique reference number	509003
Local authority	Harrow
Inspection number	1054892
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	24
Number of children on roll	16
Name of registered person	Herga Opportunity Playgroup Committee
Registered person unique reference number	RP523317
Date of previous inspection	26 April 2016
Telephone number	07950 265078

Herga Opportunity Playgroup was registered in 1993. The playgroup employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. The manager holds a relevant early years degree. The playgroup opens from Monday to Friday with sessions from 9.15am to 12:15 and 1pm to 4pm, during term time. It provides funded early education for two-, three- and four-year-old children. The playgroup supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

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