

# Woodford Pre-School Playgroup

209 High Road, South Woodford, London, E18 2PA



## Inspection date

6 June 2017

Previous inspection date

29 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The setting is well led and managed by an experienced and knowledgeable manager. She has a clear overview of the setting's strengths and priorities for development to continually improve. For example, staff are currently working on plans to improve the outdoor environment.
- There are effective systems for managing staff performance, which contributes to a cycle of professional development and consistent practice throughout the staff team.
- All children make good progress in their learning and the quality of teaching overall is good. Staff understand how children learn and they use their knowledge, skills and experience to provide an interesting and challenging learning environment.
- Staff work well with other professionals to achieve a consistent approach in meeting children's care and additional learning needs. They support children well through transitions to and from other settings and prepare them well for the move to school.
- Children are happy and settle well. They demonstrate good levels of confidence, independence and self-esteem as they lead and make choices about their play.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to encourage children to explore resources and materials in their play to further develop their understanding of the world.
- Staff do not consistently use the systems to support effective communication with children who speak languages other than English.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop their understanding of the world
- make more effective use of the systems for communicating with children who speak languages other than English.

### Inspection activities

- The inspector observed the quality of the interactions between children and staff as they engaged in activities in the indoor learning environment.
- The inspector spoke to staff and engaged with children at appropriate times during the inspection.
- The inspector looked at documentation relating to children, staff records, including those relating to the suitability of staff, and the nursery's policies and procedures.
- The inspector carried out a joint observation with the manager and discussed the learning opportunities provided for children.
- The inspector took account of the views of parents from the written letters provided.

### Inspector

Samantha Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff fully understand their responsibility to protect children from harm and are aware of the procedures to follow for reporting any concerns. Effective recruitment and vetting arrangements ensure that staff are suitable and have a clear understanding of their roles. Staff have regular supervisory sessions and opportunities to continually extend their knowledge and skills. For example, they use training and other opportunities to improve their teaching skills. The manager monitors the quality of teaching and the overall progress that children make to target any gaps in their learning. She gains a good overview of the quality of teaching, including any areas that staff need to improve, to further benefit children's learning.

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

Children spend their time purposefully engaged in activities. They move around the environment freely and make independent choices. For example, children enjoy painting and they have other opportunities to explore with making marks in other areas of play, including in the construction area, home corner and writing area. There are good opportunities for them to look at books or listen to staff read. Children have fun as they explore with technology. They demonstrate good levels of ability as they operate the computer and other technical resources for themselves. Staff work well with other professionals to devise individual educational programmes to target areas of learning and to meet the needs of children who have special educational needs.

### Personal development, behaviour and welfare are good

Children are happy and settle well into the setting. Relationships between staff, children and parents are good. The effective key-person system strongly contributes towards secure attachments forming between children and staff. Staff regularly talk to parents to share information about children's learning in the setting. Staff are positive role models for children. They set good examples and provide clear explanations to support children's understanding of positive behaviour. Children develop good social skills, such as sharing and cooperating with others, as well as a healthy respect and awareness of their individual needs and backgrounds. They develop good hygiene practices, such as handwashing, and they regularly engage in physical exercise and enjoy outdoor activities.

### Outcomes for children are good

All children make good progress in their learning and development, including those who have special educational needs. For example, they serve themselves at snack times using various utensils and pour their own drinks. They develop confidence in speaking in group situations, such as during show-and-tell and group-time activities.

## Setting details

<b>Unique reference number</b>	128493
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1089386
<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>	32
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Woodford Pre-School Playgroup
<b>Registered person unique reference number</b>	RP519323
<b>Date of previous inspection</b>	29 June 2015
<b>Telephone number</b>	07748 637157

Woodford Pre-School Playgroup registered in 1992 and is situated in South Woodford, in the London Borough of Redbridge. The provider is in receipt of funding for free early education for children aged two, three and four years. The pre-school is open each weekday, during term times, from 9.15am to 12.15pm. The provider employs eight members of staff, six of whom hold appropriate early years qualifications at level 3 or above.

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