

Rosemary Gardens Playgroup

Rosemary Gardens, Southgate Road, London, N1 3JR



Inspection date

28 June 2017

Previous inspection date

28 November 2014

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:

- The management does not monitor the quality of teaching well enough to ensure that staff provide children with consistently good quality learning experiences. Children do not make the progress they should.
- The safeguarding policy is not in line with the Local Children Safeguarding Board procedures. The management has not ensured that all staff have a current knowledge of wider safeguarding issues. However, overall, staff have a good knowledge of the signs that would raise their concerns and understand the reporting procedures.
- Self-evaluation processes are not fully robust to identify and target all weaknesses effectively.
- Specific groups of children's progress is not tracked to ensure staff quickly identify and take action to close any gaps in their learning and development.

It has the following strengths

- Staff provide a well-resourced environment that enables children to make choices about their play. At times, children are curious and enjoy exploring.
- Children behave well. They follow instructions and use good manners. They enjoy taking responsibility for small tasks. Staff encourage them to respect their environment, adults and each other.
- Relationships between staff, children and parents are good. Staff regularly talk to parents to share information about children, including their activities at home and at the playgroup.

What the setting needs to do to improve further

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

	Due Date
■ build on the arrangements for monitoring and developing the quality of teaching, and develop staff's interactions and practice to ensure children make good progress	31/07/2017
■ update the safeguarding policy to ensure it is fully in line with the guidance and procedures of the Local Safeguarding Children Board	31/07/2017
■ update and improve staff's knowledge of wider safeguarding issues to raise their understanding further.	31/07/2017

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

- make better use of ongoing self-evaluation to help target further areas of improvement and take the setting to a higher standard
- develop the monitoring of children's progress, in particular specific groups of children, to quickly identify and respond to any gaps in their learning and development.

Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to take account of their views.
- The inspector sampled documentation, including staff suitability checks, children's development records and attendance registers.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management requires improvement

The safeguarding policy is not fully in line with the Local Children Safeguarding Board procedures as required. Some staff do not have a clear understanding about wider safeguarding issues. However, they know how to recognise concerns and fully understand how to report these, and there is no significant impact for children's welfare. The nursery environment is clean, safe and secure. Staff fully risk assess the premises for possible dangers and hazards before they are used by children. The arrangements for safeguarding are effective. Staff receive regular supervision and complete further training to support their development. However, this is not fully effective in raising the quality of teaching and outcomes for children. There are some arrangements for self-evaluation. For example, the management works closely with the local authority. However, identified improvements are not acted on well enough, such as tracking specific groups of children's progress to help identify improvements to support their learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some planned activities are not sufficiently adapted to suit the specific learning needs of all children and do not offer some children a good level of challenge. However, staff generally interact well with children during their chosen play experiences. For example, children are encouraged to explore the different textures of dough and discuss shapes and colours. Children delight in building large wooden blocks and knocking them down. Children's key persons carry out some daily observations of their learning. However, staff do not use their findings well enough to plan for children's individual next steps in their learning.

Personal development, behaviour and welfare require improvement

Some weaknesses in safeguarding practice compromise children's well-being, although there is no immediate risk to their safety or welfare. Children are not sufficiently supported by staff to become highly successful learners to ensure they are fully motivated and ready to learn. Children are happy and settled and some show growing confidence. They play independently and make choices about what to do. Children learn about healthy lifestyles. For example, they go out in the garden, enjoy physical play and learn the importance of handwashing after playing in the sand and before eating their packed lunches. Staff have a caring approach and support children to share and take turns.

Outcomes for children require improvement

Sometimes, children are not sufficiently challenged in their learning. Staff do not consistently provide activities, resources and interactions that extend children's knowledge and skills effectively. Nevertheless, children do make some progress in their learning and gain some skills that help prepare them for their next stage in learning and their eventual move on to school.

Setting details

Unique reference number	EY365176
Local authority	Islington
Inspection number	1070938
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Rosemary Gardens Playgroup
Registered person unique reference number	RP911538
Date of previous inspection	28 November 2014
Telephone number	02073543587

Rosemary Gardens Playgroup registered in 2008. It is situated in Islington, in the London Borough of Islington. The playgroup is open each weekday from 8.30am to 3.30pm, during term time only. A total of five staff works at the playgroup. All staff hold a recognised early years qualification at level 3, and the manager has an early years degree. The provider receives funding for the provision of free early education for children aged two, three and four years.

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