

South Ealing Playgroup

Ealing Christadelphian Hall, Dorset Road, South Ealing, London, W5 4HX



Inspection date

5 July 2017

Previous inspection date

16 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff provide children with a stimulating variety of activities which engages them in play well. Children make good progress with their learning from their starting points.
- Staff work effectively with external professionals to enhance learning experiences for children, which helps to maintain good outcomes for them.
- There is an effective key-person system, and children build secure relationships with staff. This helps to foster children's emotional well-being effectively.
- Children behave well and play together cooperatively. Staff explain behavioural expectations clearly. Children develop self-control and positive self-esteem.
- Partnerships with parents are effective. Parents report very positively about how much their children enjoy playgroup and about the progress that they make in their development.
- The manager has established relationships with staff at neighbouring schools, which helps to support the transition process for children.
- Managers review the provision regularly. They gain parents' and children's views to help inform improvements to practice.

It is not yet outstanding because:

- Staff sometimes miss opportunities for children to fully develop their independence, such as during snack time.
- Occasionally, staff do not model the accurate use of capital and lower-case letters for children when they are learning to read and write their names.

What the setting needs to do to improve further

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

- support the staff to extend the current opportunities for children that develop their independence at snack time
- increase consistency when teaching children to read and write their names so that all are introduced to the accurate use of capital and lower-case letters.

Inspection activities

- The inspector had a tour of the setting.
- The inspector held discussions with parents, staff members and children.
- The inspector observed teaching practice and undertook a joint observation with the manager.
- The inspector reviewed some of the setting's policies and documents.

Inspector

Mary Butler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. There are secure recruitment procedures to check the suitability of staff. Staff know the procedures to follow if they have concerns about a child's welfare. They also understand how to minimise hazards so that children can play safely. The manager observes teaching practice and uses this information to drive improvements. For example, staff receive ongoing support to develop their assessment and planning skills. They also benefit from opportunities to improve their qualifications. Leaders continually monitor children's progress and take steps to narrow any gaps in their achievement. For instance, additional counting and matching activities have been introduced to enhance children's mathematical development further.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the unique ways that children learn and develop. They know each child well and use observation skills well to plan effectively for children's next steps in learning. Children are encouraged to select their own play and staff follow their lead. For example, while children create models with construction bricks, staff listen carefully to their ideas and support them to solve problems for themselves. Children are also developing an interest in literacy. For instance, they choose to sit and look through books together. Staff use a range of methods to exchange information with parents about their children's progress, such as termly meetings. This helps to provide consistency for children's learning and development.

Personal development, behaviour and welfare are good

Staff provide a welcoming environment where children are motivated to explore and learn. Settling-in routines are effective as staff gain and use information well from parents about their children's individual needs from the outset. This helps to support children's well-being. Children learn to follow healthy lifestyles. For example, they enjoy visits from local nutritionists who run exciting workshop activities which encourage children to eat a 'rainbow diet' of different coloured fruits and vegetables each day. Children also have daily access to fresh air and exercise in the large garden. Staff help to build children's physical development, such as providing sessions to develop early sports skills. Children are learning to appreciate differences in society beyond their immediate experience. For instance, staff support them to explore a range of cultural celebrations and traditions.

Outcomes for children are good

Outcomes for children are good. They are well prepared for their next stage of learning and gain important skills towards their eventual move on to school. For example, children are confident about their abilities and concentrate very well at activities. They are happy to invite adults into their learning. Children also form good social skills.

Setting details

Unique reference number	118173
Local authority	Ealing
Inspection number	1089199
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	52
Name of registered person	South Ealing Playgroup Committee
Registered person unique reference number	RP519181
Date of previous inspection	16 June 2015
Telephone number	0850 624631

South Ealing Playgroup registered in 1993. The playgroup operates weekdays between 9.30am and 12.30pm, and from 1pm until 3.30pm on Tuesdays and Thursdays. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years. A team of six staff works with the children. Of these, one holds early years teacher status and three hold childcare qualifications at level 2 and level 3.

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