

# Tiddlywinks Playgroup

St Albans Church, Princes Road, Romford, RM1 2RD



<b>Inspection date</b>	12 July 2017
Previous inspection date	15 January 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

- Children develop good social skills and interact well, playing happily with friends and inventing games together. They are well prepared for the next stage in their learning, such as moving on to school.
- Partnerships with other childcare providers and schools are positive and help to ensure consistency and continuity in children's learning. This also helps to make sure that moves between settings are smooth for all children.
- Parents share positive feedback about the staff and their children's development since starting the playgroup. They state that they feel well informed about their children's achievements and their next steps in learning.
- The friendly and communicative management team creates a home-from-home atmosphere where children, families and visitors feel very welcomed. High attention is paid to building very strong relationships.
- The manager evaluates the setting effectively and seeks the views of parents, staff and children to improve and develop it further.

### It is not yet outstanding because:

- Plans to enhance the processes for monitoring children's progress, to get a clear overview of progress relating to specific groups of children, are not fully embedded.
- Staff sometimes do not organise focused activities in the most effective ways to support and promote children's engagement and concentration skills further. On occasion, activities do not move on quickly enough and some children lose focus.

## What the setting needs to do to improve further

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

- enhance the processes for monitoring children's progress, to gain an even more precise overview to help target educational programmes as precisely as possible
- monitor and strengthen the delivery of planned activities to make sure that children are as engaged as possible to develop their concentration.

### 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 children and parents to take account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

### Inspector

Christine Lamey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe. They have a clear understanding of the process to follow should they need to report any child protection concerns. The staff team monitors the development of individual children and identifies gaps in their learning well. The staff act promptly to organise extra support. For example, they work effectively with other professionals to help children who have special educational needs and/or disabilities make the best possible progress. Leaders monitor staff effectively and provide regular support and coaching to help them to fully understand their roles and responsibilities. For example, recent training by the management has helped them to develop the staff to observe each other and confidently provide feedback on strengths and areas to be developed. The staff are very reflective practitioners.

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

Staff help children to develop a love of books. Younger children snuggle alongside them to look at the pictures and older children excitedly join in with storytelling activities. Staff expertly support children to learn about sounds and the letters they represent. For example, they give children prompts to predict words and join in with rhyming refrains. Staff accurately observe and assess children's good progress. They plan a range of interesting opportunities, building on children's current interests, needs and individual stages of development. Staff carry out regular assessments to check children's progress and plan for their next stage of learning.

### Personal development, behaviour and welfare are good

Children behave well and learn to respect each other. Staff give clear rules and expectations for behaviour and encourage children to share and take turns. Staff plan a wide range of activities and events to help children learn about the community they live in and to celebrate diversity. Children successfully build on their physical skills, for example, they use a large grassed outdoor space where they make imaginary dens and play parachute games. In the smaller, well-resourced garden, children ride bicycles, build with large blocks and gleefully act out pretend games in the playhouse. Staff encourage children to learn about other cultures and value children's home languages. They support children to learn about healthy lifestyles well. For example, staff chat to the children about the importance of drinking regularly during the hot weather.

### Outcomes for children are good

Children are effectively developing a wide range of skills needed for the next phase in their learning, including their move on to school. Older children confidently write their names on their work and learn simple mathematics, and younger children freely make marks in preparation for early writing and take pride in their creations. Children gain confidence to speak in groups and express their ideas well.

## Setting details

<b>Unique reference number</b>	EY232044
<b>Local authority</b>	Havering
<b>Inspection number</b>	1085784
<b>Type of provision</b>	Full-time 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 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Audrey Helen Kiani
<b>Registered person unique reference number</b>	RP513486
<b>Date of previous inspection</b>	15 January 2015
<b>Telephone number</b>	07960 268 889

Tiddlywinks Playgroup registered in 2001. It is situated in Romford, in the London Borough of Havering. The playgroup is open each weekday from 8.30am to 6pm term time only. The playgroup employs 10 members of staff. Of these, the manager holds qualified teacher status, six hold qualifications at level 3 and two hold qualifications at level 2. The playgroup receives funding to provide free early education for children aged two, three and four years.

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