

# Tadworth Playgroup

Tadworth House Playgroup, 1a Webber Street, London, SE1 0RH



## Inspection date

9 October 2017

Previous inspection date

16 May 2014

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

- The provider, who is also the manager, and staff support children and parents from the local and wider community to improve outcomes for all children and encourage their progress well.
- The provider reflects on practice well and knows the strengths and weaknesses of the provision to improve and maintain good quality.
- The setting offers a range of activities and resources to celebrate and value each other's similarities and differences. Children begin to develop an understanding of diversity beyond their immediate family experiences.
- Parents are happy with the care of their children. They are regularly kept informed of their children's progress. Staff engage well with parents to support their children's care, learning and development.
- Staff support children to select and use a range of technology for particular purposes. For example, children use and learn about electronic keyboards and computer tablets.

### It is not yet outstanding because:

- Staff do not use every opportunity to engage with children to extend their play further.
- Children's early literacy skills are not consistently supported by staff. For example, staff sometimes fail to encourage children to practise their early writing skills, including when they prefer to play outdoors.

## What the setting needs to do to improve further

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

- make the most of staff interactions and activities to challenge and extend children's learning to a higher level
- support children to develop their early writing skills consistently to encourage them to experiment with, and give meaning to, the marks they make.

### Inspection activities

- The inspector completed a joint observation and evaluated this with the provider.
- The inspector held a meeting with the provider at a convenient time. She discussed self-evaluation and the suitability of staff with her.
- The inspector spoke with parents and staff during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at evidence relating to staff suitability and qualifications, nursery policies and procedures, risk assessments and children's assessment records.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to minimise risks to help keep children safe. Regular fire drills and evacuations are carried out. Staff are aware of their responsibilities to protect children from harm and understand the local procedures to follow if they are concerned about the welfare of a child. The provider has effective systems in place to check staff suitability. She completes thorough inductions for students and volunteers, and uses regular supervision meetings to effectively monitor staff performance and develop their knowledge and practice. Self-evaluation is accurate. The provider and staff identify and effectively plan areas for improvement.

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

Children enjoy painting with different colours. Staff help children to notice the changes when they mix paint together. Children are confident and excited, and they eagerly share with staff what they see. Staff consistently praise their attempts and help children to develop a sense of pride and achievement in what they do. Children play with dolls and construction activities as they use their imaginations and relate play to their own experiences. Staff support children to develop their self-help skills. For example, children independently use the bathroom to wash their hands and can put on their coats. Staff complete regular assessments of children's learning and development, and quickly identify any gaps in learning. For example, the provider and staff complete progress checks for two-year-old children and ensure schools are informed of children's progress when they transfer.

### Personal development, behaviour and welfare are good

Children take turns as they share resources together. They play cooperatively alongside each other while choosing to play in the soil with dinosaurs or push-along trains. Children's behaviour is good. Staff consistently value what children say and seek their views, particularly during group discussion times. Staff get to know the children well when they first start and they follow their lead and interests. The key-person system is used effectively by staff to support children to settle in. Children have a positive sense of belonging and they are emotionally secure. Staff support children's health and well-being well. For example, children eat a selection of healthy snacks and have plenty of fresh air and physical exercise. Partnerships with parents are effective. The provider and staff engage parents well to further support children's care, learning and development.

### Outcomes for children are good

Children who speak English as an additional language catch up well in their learning through clear strategies that help to close gaps in their achievement. For example, they respond well as the provider consistently uses gestures and models language. All children make good progress from their starting points. Children use mathematical language during play and use a range of technology that helps to increase their skills for the future. Children are well prepared for the next stages in their learning or moving on to school.

## Setting details

<b>Unique reference number</b>	EY460699
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1069227
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Lorraine Brenda Glazier
<b>Registered person unique reference number</b>	RP906348
<b>Date of previous inspection</b>	16 May 2014
<b>Telephone number</b>	0207 928 7048

Tadworth Playgroup re-registered in 2013. It is situated in the London Borough of Southwark. The playgroup is open from 9am to 3.30pm, each weekday, during term time only. There are two members of staff, both of whom hold appropriate childcare qualifications at level 3.

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