

# Brayford Square Playgroup

6 Brayford Square, London, E1 0SG



## Inspection date

19 October 2017

## Previous inspection date

7 February 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		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The arrangements for the professional development of the manager and staff are not sufficiently robust. They are not fully up to date with recent revisions to the early years foundation stage requirements.
- Staff do not assess all children's progress regularly or precisely enough, to accurately identify and address any gaps in their learning. Planning for children's learning and development is not consistently effective in helping them make the best possible progress.
- The self-evaluation process is not robust enough to identify and target all weaknesses effectively. For example, it does not reflect the views of parents, staff and children, to enable them to make a positive contribution and develop the setting further.
- Staff do not track the progress of specific groups of children, such as children who have special educational needs, to ensure they quickly identify and take action to close any gaps in their learning and development.

### It has the following strengths

- Staff manage behaviour in a positive way and children respond well. Staff help children learn how to manage their behaviour and play together well. Children develop good independence and self-care skills.
- Staff provide a well-resourced environment that enables children to make choices about their play. Children are curious and enjoy exploring.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ improve the programme of professional development for the manager and staff, to secure and update their knowledge and understanding of new legislation	09/11/2017
■ ensure that assessments of children's starting points and progress are accurate and are used effectively to inform planning and close gaps in children's learning.	09/11/2017

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

- strengthen the effectiveness of self-evaluation further, to accurately target areas for development to improve outcomes for children
- develop the monitoring of the progress for specific groups of children, to quickly identify and respond to any gaps in their learning and development.

### Inspection activities

- The inspector observed staff interactions with children during a range of activities, indoors and outdoors.
- The inspector spoke with the manager, staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took 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 requires improvement

Arrangements for the manager and staff to continually develop their professional skills are not effective. For example, staff do not improve and develop their teaching practices further to fully support children's learning and development. The manager and staff do not reflect rigorously on all aspects of the provision and promote continuous improvement in the quality of care practices and learning for children. The manager does not track individual or specific groups of children's progress well enough, to ensure staff quickly identify and take action to close any gaps in their learning and development. Safeguarding arrangements are effective. Staff understand child protection issues and know how to safeguard children in their care. Parents speak highly of the playgroup and often return with siblings. Staff deployment is effective to ensure they supervise children effectively indoors and outdoors.

### Quality of teaching, learning and assessment requires improvement

Assessments of children's learning are not robust enough. Although staff complete assessments, these are not up to date to help staff plan effectively and build on what children already know and what they want them to learn next. Staff do not identify potential gaps in children's learning and development. Staff demonstrate effective interaction skills during activities, such as singing. Children learn the actions to favourite rhymes and confidently suggest what they might sing next. Staff introduce children to new words and support them to learn about sounds and the letters they represent. They are great playmates for the children and promote their learning. For example, staff make activities enjoyable, as they help children to bounce high and low on the trampoline and encourage them to write their initials on a blackboard.

### Personal development, behaviour and welfare are good

Children feel safe and secure and have positive relationships with staff, who give them confidence to explore their environment. Staff welcome children into the playgroup sensitively when they first attend with their parents. Children spend abundant amounts of time outdoors. For example, they independently access the well-resourced garden to explore in the sand, water and soil. Children learn about the world around them and use natural resources to understand how things change over time. For example, they notice a bean sprout growing in the bark and they water it. Children agree that it needs water to grow, which leads on to discussions about it needing water to live. Children enjoy experiences that help them to develop a positive awareness of the community around them. For instance, they recognise festivals, make cards for special occasions, and access a wide range of equipment to enable them to learn about different cultures.

### Outcomes for children require improvement

Not all children make enough progress towards gaining the skills they need for their next stages in learning, including those who receive early education funding. Children are happy and enjoy their time at this homely setting. They name colours and shapes and sort objects into groups. They gleefully chase each other around the garden.

## Setting details

<b>Unique reference number</b>	119555
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	1068425
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Brayford Square Playgroup Committee
<b>Registered person unique reference number</b>	RP523763
<b>Date of previous inspection</b>	7 February 2014
<b>Telephone number</b>	0207 791 2426

Brayford Square Playgroup registered in 1978. The playgroup is situated in Stepney, within the London Borough of Tower Hamlets. The playgroup is open each weekday from 9am to 3.45pm, during term time. There are three members of staff, all of whom hold relevant early years qualifications. The nursery receives funding to provide free early education for children aged two, three and four years.

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