

Parkside Playgroup

176 Goodmayes Lane, Ilford, Essex, IG3 9PP



Inspection date	19 February 2018
Previous inspection date	19 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

- Leaders complete staff's ongoing supervision to monitor their performance well. Staff benefit from regular feedback and training opportunities to help enhance their practices and improve children's outcomes.
- Staff work closely with parents to identify children's starting points and they share regular information about their progress and what they need to do next. Staff use the home learning book to encourage parents to extend children's learning at home.
- Staff complete regular observation and assessment of individual children's learning. They use this information to plan good opportunities for the next stage in their development and to help them make good progress.
- Children develop their personal and social skills effectively. They manage small tasks, such as washing their hands and putting on their coat independently. Older children form close friendships and willingly play with other children.

It is not yet outstanding because:

- Staff do not keep some children fully engaged during large-group activities. They do not always ensure all children are involved and this limits what they learn from the activity.
- Staff miss some opportunities to form close relationships with their key children to help them settle easily and to support their emotional development.

What the setting needs to do to improve further

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

- review large-group activities to keep all children engaged and to maintain their interest
- make better use of opportunities to help individual children form secure attachments with their key person and to strengthen their emotional development.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with leaders during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders complete robust recruitment and vetting procedures to help ensure the suitability of staff. Staff have a good understanding of child protection issues and the procedures to follow if they are concerned about a child's welfare. Leaders review and keep staff informed of any changes to the routines, policies and procedures to ensure they are clear about their responsibilities. Leaders track children's progress effectively. They recognise gaps in learning and take effective action to support their development. For example, staff use knowledge and skills from training to support children's language development well. Leaders evaluate the provision and practice well. They consider feedback from staff, parents, children and the local authority early years coordinator to put an action plan in place to improve children's experiences continually.

Quality of teaching, learning and assessment is good

Staff provide a wide range of stimulating resources and activities for children to explore and learn. Younger children explore with paints and firmly hold the paintbrush to make patterns. They develop good control and coordination. Older children learn to recognise colours and mix paints to create new colours. Staff support children to develop their communication and language skills effectively. They use new words to comment on their play to increase their vocabulary and they ask questions to support their speaking and listening skills well. For example, children talk about the ingredients used to make pancakes. Staff provide opportunities to support older children's literacy and mathematical development well. For example, they read stories to develop their interest in books, encourage them to count different objects and put numbers in sequential order.

Personal development, behaviour and welfare are good

Children are active. They display a strong sense of belonging and move around to select and use resources independently. Staff make good use of a visual timetable to help children understand the routines and know what they will do next. Children listen carefully to adults and follow simple instructions well. Staff set clear boundaries so children know how to behave and learn about right from wrong. They model positive behaviour and good manners for them to copy; for example, using 'please' and 'thank you' appropriately. Staff provide rigorous opportunities for children to develop their physical skills and teach them how to keep safe. For example, they remind them to wait for their turn when using the climbing frame and to slide down safely.

Outcomes for children are good

Children make good progress, in relation to their starting points. They develop the skills to support the next stages in their learning and for school. For example, younger children develop their small and large muscles well. They grasp and handle resources effectively. Older children use their imagination well when pretending to cook in the role-play area. They express themselves and talk about their play effectively.

Setting details

Unique reference number	128477
Local authority	Redbridge
Inspection number	1068461
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	52
Number of children on roll	42
Name of registered person	Parkside Playgroup Committee
Registered person unique reference number	RP908668
Date of previous inspection	19 May 2014
Telephone number	020 8590 7497

Parkside Playgroup registered in 1992. It is situated in Goodmayes, within the London Borough of Redbridge. The pre-school is open each weekday from 9.15am to 12.15pm on Monday to Friday, during term time only. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children. The pre-school employs 10 members of staff, including the managers. Of these, one member of staff holds an early years qualification at level 4, four staff hold early years qualifications at level 3 and four staff hold early years qualifications at level 2.

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