

St Mary Magdalene Playgroup

Windmill Hill, Enfield, Middlesex, EN2 7AJ



Inspection date

27 February 2018

Previous inspection date

9 February 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

- The manager supports staff to follow a programme of professional development, which includes attending regular training. In addition to this, she provides regular updates during staff meetings. This ensures that staff are consistently aware of changes.
- Children label their individual pieces of art with their name. Staff support this effectively as they provide children with name cards. This helps to promote children's early literacy skills. Children make good progress from their starting points.
- Staff promote children's communication and language development. For example, they encourage discussion as the children experiment with paint and colour mixing.
- Staff provide good opportunities for children to be imaginative. For example, children dress up in superhero clothing and create their own games in the role-play area. They work together and confidently share their own ideas.
- Children are happy and motivated to join in with activities. Staff promote daily opportunities for them to listen to, and make their own, music with a range of interesting instruments.

It is not yet outstanding because:

- Sometimes, staff do not recognise when to adjust their teaching to present even more challenge for older or most-able children.
- The monitoring of staff practice is not consistent across all staff, to promote outstanding teaching throughout the playgroup.

What the setting needs to do to improve further

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

- adapt teaching to provide further challenge for the older or most-able children
- strengthen the monitoring of all staff practice to ensure that teaching is consistently effective throughout the playgroup.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the playgroup manager and qualified teacher. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector completed a joint observation with the playgroup manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.

Inspector

Jo Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff complete regular training to ensure that they remain up to date with current legislation. They demonstrate a good knowledge and understanding of the procedures to follow if they have concerns about children's safety and welfare. Staff have effective relationships with parents and other professionals. They regularly share information and support parents to extend children's learning at home with daily updates and discussions promoted. The manager completes regular supervision and appraisal meetings with all staff. This supports staff to discuss their ongoing training needs and identify their individual strengths and areas for improvement. The whole team evaluates on a regular basis. Staff meetings provide opportunities for staff to review their planning and evaluate the activities and experiences they provide. This supports staff to promote continuous improvements throughout the playgroup. The manager follows a robust recruitment and induction procedure to ensure that staff are suitable for their role and responsibilities.

Quality of teaching, learning and assessment is good

Staff know the children well and are able to promote their next steps in learning. The well-established staff team completes regular observations and tracks children's progress. Staff plan activities that children are interested in and they make use of spontaneous opportunities to develop their learning. For example, children explore ice in the outside area. They talk about how the ice looks and feels, using a range of vocabulary. Staff extend their interest further as they provide good opportunities for children to describe what happens when the ice melts and refreezes. Children are motivated to learn. They listen attentively as staff read spontaneous stories, linked to their individual interests.

Personal development, behaviour and welfare are good

Staff promote children's personal, social and emotional development. They verbally reward children for their efforts, such as when children try writing their names. This promotes children's self-esteem and confidence. Children have good opportunities for fresh air and exercise, and they explore a range of toys and resources in the outside area. They enjoy outings in the community and further afield, promoting their understanding of the wider world. Staff are good role models and children respond well to the way they deal with concerns. Children form strong bonds and attachments with the staff and build close friendships with other children. Children share and take turns, and are quick to point out to staff if children forget to do this. Staff use these opportunities effectively as they encourage children to think about the feelings of other children.

Outcomes for children are good

All children are making effective progress in their learning, given their starting points and capabilities, and they are acquiring the key skills they need for future learning. Children explore interesting activities, such as making play dough. They explore the feel and smell of the dough and talk confidently about the many different ingredients.

Setting details

Unique reference number	135391
Local authority	Enfield
Inspection number	1085753
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	31
Name of registered person	Sandra Pearce
Registered person unique reference number	RP904353
Date of previous inspection	9 February 2015
Telephone number	07801 950828

St Mary Magdalene Playgroup registered in 1993. The playgroup opens each weekday during term time only, from 9am to 3.15pm, except on Wednesdays when it opens from 9am to midday. There are four members of childcare staff, all of whom are qualified at level 2 or above, including one who holds qualified teacher status. The playgroup is in receipt of funding for free early education for two-, three- and four-year-old children.

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