

Munchkins (TC) Playgroup

Teviot Centre, Wyvis Street, London, E14 6QD



Inspection date

7 March 2018

Previous inspection date

11 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 supervision and coaching of the manager and the staff is not effective enough to ensure that all aspects of staff practice is consistently strong to support children to make good progress.
- Staff do not always assess children's progress precisely enough to accurately identify their next steps in learning. They do not consistently plan challenging activities that help children to achieve as much as they are able.
- Self-evaluation is not strong enough to identify all areas where improvement is needed.

It has the following strengths

- Parents speak positively about the playgroup. They feel their children are safe and well cared for.
- Staff spend time making sure that all children settle-in well. The warm, caring staff team builds secure relationships with children.
- Children's physical and emotional well-being are promoted effectively. Staff provide opportunities for children to enjoy fresh air and exercise, which contribute towards a healthy lifestyle.
- The manager has worked hard to ensure staff are knowledgeable about the policies and procedures in place to keep children safe.

What the setting needs to do to improve further

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

	Due Date
■ implement effective procedures to monitor all staff practice, including the manager, to provide support, coaching and training to raise the quality of teaching to a consistently good level	21/03/2018
■ improve the quality of assessments, to precisely monitor all children's progress, including for different groups of children, to aid planning for their next steps in learning	21/03/2018

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

- make better use of ongoing self-evaluation to accurately identify areas of practice that require improvement.

Inspection activities

- The inspector spoke with parents, staff, children and the committee chairperson during the inspection and took account of their views.
- The inspector observed staff's interactions with children during activities, indoors and outdoors, and looked at a range of resources and equipment.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector had discussions with the manager about policies and procedures and methods for assessing and planning for children's progress.
- The inspector undertook a joint observation with the manager.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider's arrangements to monitor and coach the manager and staff, or to evaluate the provision as a whole, are not fully effective. They do not accurately identify or address weaknesses that require improvement. However, the manager and staff supervise children appropriately and follow clear procedures to make sure that they are safe. Regular risk assessments are carried out and safety concerns are swiftly addressed. Safeguarding is effective. Practitioners have a good understanding of the signs and symptoms of abuse and know how to report concerns. They attend training to ensure their child protection knowledge remains up to date. Parents speak highly of the nursery staff. They value and appreciate the partnership they have with them.

Quality of teaching, learning and assessment requires improvement

Teaching is inconsistent. At times, staff do not recognise when to interact with children to further their learning and development. The lack of precision in some assessments means that staff do not always have a clear enough understanding of what children need to learn next. Overall, the learning environment is well resourced and children are provided with an interesting range of activities to independently choose from. Children enjoy creative activities, such as making and decorating models that become lighthouses or dinosaurs. Older children are developing their thinking and mathematical skills. For instance, they enjoy rolling large dice and anticipating the number that will result from their throws.

Personal development, behaviour and welfare are good

Children form secure relationships with staff who effectively nurture their emotional well-being. Practitioners are kind and understanding of children's individual needs and circumstances. Staff model positive relationships in every aspect of their work. Children behave well. They learn to share their resources and be kind to one another. Children learn about each other and gain an understanding about similarities and differences between themselves and others. Staff support children's health and hygiene effectively. For example, staff have used pupil premium funding well to raise awareness of the importance of good dental hygiene and encourage children to learn about a healthy diet during mealtimes.

Outcomes for children require improvement

Overall, children, including those who have special educational needs and/or disabilities, develop some suitable skills for their next stages in learning and their move on to school. They learn to use tools in a safe and confident manner, such as knives to cut up their fruit at snack time. Children develop their listening skills, for example they enjoy stories and follow instructions during activities. However, children do not make consistently good progress because of the variations in teaching and the quality of assessments.

Setting details

Unique reference number	EY258434
Local authority	Tower Hamlets
Inspection number	1068645
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	24
Number of children on roll	36
Name of registered person	Munchkins (TC) Playgroup Committee
Registered person unique reference number	RP907217
Date of previous inspection	11 February 2014
Telephone number	0207 536 6377

Munchkins (TC) Playgroup was registered in 2001. The playgroup operates from a self-contained playroom, on the ground floor of Teviot Community Centre, in Poplar within the London Borough of Tower Hamlets. The playgroup is open Monday to Friday, from 9am to 6pm, term time only. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years. The playgroup employs five staff, of whom four hold early year's qualifications at level 2 or above.

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