

Maytime Playgroup

101 Clapton Common, London, E5 9AB



Inspection date

Previous inspection date

16 March 2018

6 October 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Systems to monitor the quality of teaching are not fully embedded. This leads to inconsistencies in teaching practice. For example, the quality of staff interaction with children is not consistently high amongst all staff.
- The most able children are sometimes set tasks which do not challenge them, particularly to develop critical thinking. This prevents them making the best possible progress.

It has the following strengths

- Children settle in the welcoming environment and form secure relationships with staff.
- Staff invite parents to be partners in their child's learning and to contribute to their child's assessments.
- Staff work well with other professionals, such as the special educational needs and/or disabilities advisor. This means children get the help and support they need in a prompt manner. As a result, children with special educational needs (SEN) and/or disabilities progress well.
- Children who speak English as an additional language receive effective support. Staff work well with children in small groups to help children gain the confidence in English, while valuing their first language.

What the setting needs to do to improve further

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

	Due Date
■ ensure the system to monitor staff practice is effective so that teaching becomes of a consistently high standard, including the quality of adult interactions to extend children's learning	04/05/2018
■ ensure the most able children are provided with challenges that match their ability and encourage critical thinking.	04/05/2018

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector held a meeting with the manager to discuss the improvements made since the last inspection.
- The inspector took account of parents' views of the nursery.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Malini Mandalia

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the previous inspection, the managers and staff have worked hard to make the necessary changes. They have embraced support from the local authority, which is having a positive impact on outcomes for children. Leaders have a clear plan to continue to support staff through a new system of regular monitoring and supervision. The manager has a clear insight of staff development needs and staff attend training to develop their teaching skills. However, the system for monitoring teaching practice is not fully embedded to ensure that children consistently receive suitable challenges in their learning. Safeguarding is effective. Staff have attended relevant training and have a secure knowledge of how to follow local safeguarding procedures to help keep children safe. Parents report they are pleased with the setting and receive sufficient opportunities to speak to staff about their child's welfare and learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff have improved the planning and observation systems to take greater account of what children need to learn next. Some staff provide good challenges. For example, as children explore large elastic bands, staff challenge them to think and adopt a 'can do' approach. As a result, children use their bodies to promptly change the shape of elastic bands from a rectangle to circle to develop their agility and physical skills. Staff have attended storytelling training, which they have used to enhance children's literacy skills. Children listen intently to stories. Staff highlight the writing to children and introduce new words to extend children's vocabulary. However, the eagerness of some staff to engage children means children are sometimes over directed. They do not always have the chance to respond to staff questions, as a result, some children lose interest in their activities.

Personal development, behaviour and welfare require improvement

Most staff are supporting children to identify how they feel to help them to manage their emotions, and their behaviour. Staff praise children for sharing and helping their friends which boosts their self-esteem. They work with parents to ensure a consistent approach and make a book of children's behaviour achievements. Children's health is promoted well through the physical literacy programme. They help themselves to healthy snacks, learn about good personal hygiene, and engage in energetic play in the large outdoor area. Children have lots of opportunities to practise their emerging writing skills, which supports their communication and literacy.

Outcomes for children require improvement

Children make steady progress overall. Staff encourage children to become independent learners which helps them to prepare for their transition to their next stage of learning. However, the most able children are not always encouraged to stretch their capabilities. Some staff, help the most able children to solve problems for themselves. For example, children work together to empty the washing up bowl, from snack time. However, some staff complete tasks for children. Children count confidently and young children enjoy filling and emptying pots which develops their skills of space and measure.

Setting details

Unique reference number	144622
Local authority	Hackney
Inspection number	1133126
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	20
Number of children on roll	19
Name of registered person	Hackney Muslim Women's Council Committee
Registered person unique reference number	RP523636
Date of previous inspection	6 October 2017
Telephone number	020 8809 0993

Maytime Playgroup registered in 1992. The playgroup opens each weekday from 9.30am to 12.30pm and from 1pm to 4pm during term time. 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 six members of staff to work directly with the children. Of these, one member of staff holds an appropriate early years qualification at level 6 and four staff hold qualifications at level 3.

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