

Rosemary Gardens Playgroup

Rosemary Gardens, Southgate Road, London, N1 3JR



Inspection date

8 June 2018

Previous inspection date

28 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has taken good steps to address the actions set at the last inspection. She has ensured that all staff have improved their knowledge of child protection, including the wider issues of safeguarding. Recent training has ensured that they are now fully aware of their role and responsibilities as key persons, to support children and families.
- Staff understand how children learn and they plan a range of activities that is personalised to children's individual needs. All children are making good progress from their starting points.
- Children enthusiastically explore and investigate a very good range of accessible, well-presented play materials that promotes continuous learning.
- Children are happy and settled in the friendly playgroup. They have positive relationships with the warm, caring staff. Staff have an individual approach and are sensitive to children's emotional and physical needs.
- The manager is committed to continually improving practice. She listens to the views of staff, parents and other professionals to develop achievable improvement plans.

It is not yet outstanding because:

- Staff are not fully effective in encouraging parents to regularly share information about children's achievements at home, to support their learning even further.
- Sometimes, staff do not allow the children the opportunity to think critically and solve problems for themselves.

What the setting needs to do to improve further

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

- build on ways to encourage parents to share children's achievements from home, to help strengthen consistency of care and children's learning opportunities even further
- provide children with more opportunities to develop their critical-thinking and problem-solving skills.

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 completed a joint observation of an activity with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Laxmi Patel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of safeguarding and child protection procedures to keep children safe and protect their welfare. All staff assess potential risks in the playgroup thoroughly and take necessary steps to minimise these. The staff team is long-standing and staff turnover is extremely low. Staff work very well as a team. They have regular meetings, including supervisory meetings and appraisals to identify any professional development needs. The manager has clear recruitment and vetting procedures, alongside robust systems for checking the continuing suitability of staff. There are good systems to help identify any gaps in children's learning and staff plan effective ways to narrow these quickly.

Quality of teaching, learning and assessment is good

Staff use observation and assessment effectively to deliver activities that take account of what children need to learn next. Staff effectively build on children's interests. For example, during an activity with ice, children learn about the animals that live in snowy habitats, such as the Arctic polar bear. They explore how ice changes shape as it begins to melt. Staff use children's first-hand experiences to motivate them. For example, vehicles in the small-world section include reference to people who help us. Staff use the role-play area as a secure base to help children learn. They also help children to develop early literacy skills. For example, children learn about letters and the sounds they represent and are keen to practise recognising and writing their names.

Personal development, behaviour and welfare are good

Staff are good role models for children. They talk gently to children and are clear about their expectations and boundaries. Children's behaviour is good. Staff support children to develop excellent social skills. For example, staff teach children how to play cooperatively together and to share resources as they play. They consistently praise children's achievements, which helps to support their confidence and self-esteem extremely well. Children learn about the importance of good health and benefit from plenty of fresh air and exercise. They balance on wooden blocks and negotiate around others with care as they pedal tricycles. They learn to keep themselves safe and healthy.

Outcomes for children are good

Children are enthusiastic and independent learners. All children develop the skills they need to be ready for their move on to school. Children listen carefully and follow instructions well. They have good mathematical skills and can compare, count and recognise different amounts, such as 'more than' and 'less than'. Children recall their past experiences and discuss them with staff. For example, when they smell the herbs in the dough, they say it smells like pizza.

Setting details

Unique reference number	EY365176
Local authority	Islington
Inspection number	1108550
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	26
Name of registered person	Rosemary Gardens Playgroup
Registered person unique reference number	RP911538
Date of previous inspection	28 June 2017
Telephone number	02073543587

Rosemary Gardens Playgroup registered in 2008. It is situated in Islington, in the London Borough of Islington. The playgroup is open each weekday from 8.30am to 3.30pm, during term time only. There are five members of staff at the playgroup. Of these, one holds an appropriate early years qualification at level 2, three hold qualifications at level 3, and the manager has an early years degree. The playgroup provides funded early education for two-, three- and four-year-old children.

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