

# Chestnuts Playgroup

Fowler Newsam Hall, Avenue Road, LONDON, N15 5JG



<b>Inspection date</b>	21 June 2018
Previous inspection date	17 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children make good progress given their starting capabilities and interests. Staff monitor children's progress well and effectively identify areas where they need extra support to narrow any gaps in their learning and development.
- Staff establish very good partnerships with parents, schools and other professionals to help meet children's needs and support their development. Parents spoken to on the day describe the staff as very caring and feel that they have helped their children to make progress in the playgroup.
- Children behave well. They are polite and show respect to staff and each other from an early age. Staff are good role models and help children to develop their understanding of boundaries and routines. They praise and encourage children, who learn to share and take turns.
- The manager evaluates the provision well. She considers the views of the local authority early years coordinator, staff, parents and children. This helps her to raise the quality of the playgroup and children's overall learning experiences.

### It is not yet outstanding because:

- At times, some staff in group activities do not effectively adjust their teaching to help ensure it is highly responsive to all children's learning needs.
- Staff do not always make the most of opportunities for children who speak English as an additional language to use their home language in their play and learning.

## What the setting needs to do to improve further

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

- develop further ways to help some staff effectively adjust their teaching styles to fully respond to all children's learning needs
- provide more opportunities for children who speak English as an additional language to use their home languages in their play and learning.

### Inspection activities

- The inspector observed activities indoors and outdoors and carried out a joint observation with the manager to assess the quality of teaching and the impact on children's learning.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with children, staff and the management team at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including staff's suitability checks and children's learning records.
- The inspector had a meeting with the manager and deputy manager.

### Inspector

Yasmine Hurley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are vigilant in their supervision of children. They complete thorough risk assessments to minimise hazards and teach children how to keep themselves safe successfully. The manager uses robust safer recruitment procedures and reviews these processes to check staff's ongoing suitability. Staff are trained in child protection procedures and have a secure knowledge of how to address any concerns about children's welfare. The manager has effective systems to support staff with their ongoing professional development. For example, she uses regular supervision sessions to help staff reflect upon their strengths and identify areas for development to improve overall outcomes for children.

### Quality of teaching, learning and assessment is good

Staff observe children and plan for their learning well. Children benefit from a wide range of interesting and challenging activities, aimed at their different ages, interests and abilities. For example, children enjoy digging the soil and scooping out a variety of vegetables. Staff skilfully extend their learning further, such as, by asking them interesting questions to extend their vocabulary and teach them about planting and growing. Staff plan good activities to support children's mathematical skills. For example, children enjoy playing with water and learn to count and calculate as they drop the pebbles in the water. Staff support older children to develop their language and literacy skills effectively. For example, they encourage them to talk about their play, listen and respond to questions during stories and practise making marks.

### Personal development, behaviour and welfare are good

Staff know their key children well and support their emotional well-being effectively. Children display a strong sense of belonging and express their wishes and needs with confidence. Children's independence and self-care skills are fostered effectively by staff. For instance, children confidently select and use a wide range of toys and help to tidy up the toys before going outside to play. Children form close friendships and positive social skills. Younger children have settled well and know when to ask for help and seek reassurance to support their development. Staff provide good opportunities for children to learn about the similarities and differences between themselves and others. Children adopt good hygiene routines and enjoy healthy snacks, regular fresh air and exercise.

### Outcomes for children are good

All children, including those who have English as an additional language, make good progress in their development. Children are motivated to learn and are eager to take part in a range of activities. They develop key skills that help prepare them for their future learning, such as school. For example, pre-school children show good levels of perseverance and concentration as they learn to recognise letters and sounds.

## Setting details

<b>Unique reference number</b>	EY493906
<b>Local authority</b>	Haringey
<b>Inspection number</b>	1132240
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Chestnuts Playgroup (Haringey) Committee
<b>Registered person unique reference number</b>	RP517502
<b>Date of previous inspection</b>	17 November 2015
<b>Telephone number</b>	02088029989, 07599875728

Chestnuts Playgroup registered in 2015. The playgroup employs five members of childcare staff, including the manager, who all hold appropriate early years qualifications. One member of staff has a degree in early childhood studies. The playgroup opens from Monday to Friday 9am to 6pm during term time and incorporates out-of-school care. The playgroup provides funded early education for two-, three- and four-year-old children.

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