

The Old School Playgroup

Neighbourhood Centre, Gubbins Lane, ROMFORD, RM3 0QA



Inspection date	21 June 2018
Previous inspection date	15 June 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 provider, who is also the manager, reviews and evaluates practice well and works effectively with the staff team to raise standards. She seeks the views of parents and children, for example, through questionnaires, to help her plan further improvements to the provision.
- Staff develop good relationships with parents to help support children's learning. For example, a book-lending scheme helps to promote children's literacy skills by sharing favourite stories between home and nursery. This includes a wide range of dual-language books for parents and children who speak English as an additional language.
- Parents speak highly of the care their children receive, they say that their children form close bonds with staff and are well settled at playgroup. Children are happy and confident as they arrive each morning and eagerly settle down to play.
- Children develop strong social and communication skills, they listen to adults and behave well. Older children are friendly and helpful towards each other and play cooperatively together.

It is not yet outstanding because:

- At times, staff do not organise large-group activities and daily routines effectively to maximise learning opportunities for all children.
- Staff do not always give children opportunities to use art and craft resources creatively to express their own ideas, thoughts and feelings.

What the setting needs to do to improve further

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

- ensure activities meet the needs of all children and help improve their learning even further
- increase opportunities for children to express their own ideas using a wide range of media and materials and further promote their creative development.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the provider. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and looked at samples of their written feedback to assess their views.
- The inspector looked at a sample of documentation, including details of staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the provider.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff fully understand their responsibility to protect children from harm. They know the procedures to follow, should they have concerns about a child's welfare. The provider has high expectations of the staff and is strongly committed to improving the good quality of teaching even further. She has robust systems in place for supervision and to support staff in their continuous professional development. Training has helped to improve their understanding of the early years curriculum and how children learn. The provider is experienced and well qualified. Her expertise is recognised by other early years professionals and she belongs to a group of managers, providing advice and support for staff in other childcare settings.

Quality of teaching, learning and assessment is good

Staff observe children to identify what they need to learn next and monitor their progress to detect any gaps in their learning. They teach children well and provide a good range of stimulating and enjoyable activities. For instance, staff have set up a pretend construction site in the garden. As children have fun being builders, staff use this opportunity to enhance their knowledge of shapes and encouraged them to compare sizes. Children learn how to use tape measures to extend their understanding of numbers and measurements. Staff form good partnerships with parents and, where necessary, other professionals, to promote positive outcomes for all children. A trained staff member provides additional support, such as through language groups, to further enhance children's social and communication skills.

Personal development, behaviour and welfare are good

Children have daily opportunities to play outdoors and benefit from a good range of activities to promote their physical development. For example, they strengthen their large muscle movements as they carry and stack large building blocks. Staff support children's understanding of behavioural boundaries well. For instance, they instil good manners, such as saying 'please' and 'thank you' when offered fruit at snack time. The provider has developed good links with local schools to help provide continuity for children when they leave the playgroup. Staff help children to develop the skills they will need for this important transition. For example, they provide opportunities for children to dress up in school uniforms, to help them learn to manage clothing and fastenings independently.

Outcomes for children are good

Children are active and independent learners. They confidently choose from the range of activities on offer and try out ideas and challenges, such as stacking blocks to create a tower taller than themselves. Children make good progress from their individual starting points. They develop a good range of skills to support their future learning and eventual move on to school. This includes children who have special educational needs and/or disabilities, children who receive funding and those who speak English as an additional language.

Setting details

Unique reference number	EY395620
Local authority	Havering
Inspection number	1093946
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	80
Number of children on roll	130
Name of registered person	Janet Susan Guvenc
Registered person unique reference number	RP515365
Date of previous inspection	15 June 2015
Telephone number	01708379876

The Old School Playgroup registered 2009. The setting is open Monday to Friday, from 9am to 3pm, term time only. The provider manages the setting and employs a further 18 members of staff to work with the children. The provider has a relevant level 6 qualification while 12 staff hold appropriate qualifications at level 3. The provider receives funding for the provision of free early education for children aged two, three and four years.

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