

Rockingham Community Pre-school Playgroup

Rockingham Community Centre Lower Hall, Off Rockingham Street,
Falmouth Road, LONDON SE1 6QN



Inspection date 5 September 2018
Previous inspection date 21 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Children get plenty of fresh air and exercise. They enjoy exploring nature. For example, they study spider webs formed in the garden and pick the apples, which they take home to share with their families.
- Staff monitor children's development and address gaps in their learning. Children make good progress from their starting points.
- Staff know children well. They have a good understanding of children's interests and development. They regularly share next steps in learning and information with parents.
- The managers are committed to providing good outcomes for children. They use the self-evaluation of the setting to help reflect on and improve the practice, such as developing different areas of the room to include technology in the children's play.
- Staff support children as they transition to school. For example, they work with other professionals and visit local schools to ensure continuity of learning.
- Children have strong attachments to staff in a safe and secure environment. They enjoy sharing stories from home. Parents comment that their children are happy and settle quickly.

It is not yet outstanding because:

- The manager does not consistently support the development of staff's already good practice, to raise the quality of teaching to the highest level.
- Although management monitors children's progress, this is not consistently rigorous enough to analyse the progress made by different groups of children.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff's practice through appropriate support, to include a greater focus on raising the good-quality teaching to outstanding
- build on monitoring processes to track the progress of different groups of children and to quickly spot any less obvious gaps in their learning, and use this information to tailor teaching to help them catch up, if needed.

Inspection activities

- The inspector considered the views of children and parents spoken to on the day.
- The inspector completed a joint observation with the pre-school manager.
- The inspector observed the quality of teaching and learning during activities indoors and outdoors and the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke with staff during the inspection.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of the signs and symptoms of abuse that children may present and they understand the procedures to follow. They are confident about what action to take if they have any concerns about a child's welfare. Risk assessments are effective and support children's safety inside and outside. Staff are well qualified and know their key children well. They demonstrate a secure understanding of how to support children's learning. Staff have completed training to improve the learning environment. For example, the outside area is planned to provide rich opportunities for children who enjoy free flow in the garden. Effective partnership working leads to improvements in provision and the outcomes for children and their families. Staff carefully plan a wide range of activities to reflect the early years curriculum.

Quality of teaching, learning and assessment is good

Staff have high expectations of all children. They use their observations and assessments of children to plan a wide range of opportunities for children to learn about people and communities beyond their immediate experience. This is highly effective during play inside and outside. For instance, children enjoy gathering bandages from the first-aid box in the pretend ambulance to take outside and bandage up their arms when they have minor falls. They extend their imagination by writing prescriptions and making medicine with bricks. Children choose when they play outside. Through child-initiated play, they use different materials and tools, and use physical play equipment well. Staff encourage children to be spontaneous and they use a variety of techniques to develop children's communication and language skills. For example, they ask questions to encourage children's speaking, listening and problem-solving skills. During story and singing sessions, staff support children to build on their growing vocabulary. For example, children enthusiastically use diverse puppets and take turns to finish stories.

Personal development, behaviour and welfare are good

Staff provide a well-resourced environment that encourages children to be motivated and eager to learn. For example, they are excited to share their thoughts and ideas as they create collages. Staff interact well with children to promote their well-being and independence. Healthy attitudes are fostered throughout the day. Children help themselves to water from the fountain and understand the importance of a healthy packed lunch. They behave exceptionally well and confidently care for one another and share. For example, during snack time, children enjoy eating fruit and buttering their own toast.

Outcomes for children are good

All children make good progress in their learning and development, including those receiving additional funding. They approach learning with great enthusiasm. Older children confidently manage tools to extend their learning, for example, using scissors during creative activities. They are developing skills in readiness for school.

Setting details

Unique reference number	107642
Local authority	Southwark
Inspection number	10065913
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	16
Number of children on roll	7
Name of registered person	Rockingham Community Pre-school Committee
Registered person unique reference number	RP517525
Date of previous inspection	21 January 2016
Telephone number	020 7403 0795

Rockingham Community Pre-school Playgroup registered in 1994. It is located in the London Borough of Southwark. The setting operates Monday to Friday between 9am and 3pm, during term time. Three staff work with the children, including the manager. Two staff hold relevant childcare qualifications at level 3 and level 4. The provider is in receipt of funding to offer free early education for children aged three and four years.

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