

Brayford Square Playgroup

6 Brayford Square, London E1 0SG



Inspection date	17 October 2018
Previous inspection date	19 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 are happy, confident and show they feel safe at the setting. Staff know children well and make meaningful relationships with their key group.
- Staff plan a range of interesting activities that children are keen to join in with and that keep them engaged in their learning. For example, children enjoy building with blocks outside to make a wall together, discussing how many bricks they need.
- Staff give children opportunities to try things for themselves during daily tasks. For example, children take responsibility for handing items out to others at snack time. Children make good progress in their learning and learn a wide range of skills, which prepares them well for school.
- Staff have regular opportunities for continued professional development and attend training to enhance their skills. Staff report that they feel valued and leaders support them well in their roles.
- Children form mature friendships within the group and staff promote their positive behaviour well. For example, children take turns kindly during activities.

It is not yet outstanding because:

- Although staff now assess children's progress well, some staff are less confident at using the new systems to share children's progress with others.
- On some occasions, staff do not make the most of opportunities to work in partnership with parents to help children develop their independence skills further, or example, in using the bathroom independently.

What the setting needs to do to improve further

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

- continue to embed the improved arrangements for assessing children's progress so that all staff are fully confident in using the new systems, to share children's progress with others and promote continuity in children's care and learning
- build on the good partnerships with parents further to support children to develop their independence skills more consistently.

Inspection activities

- The inspector observed staff's teaching practice and children's learning experiences, indoors and outside.
- The inspector looked at a sample of children's learning records, staff's observations and planning, and a range of policies and documentation, such as the suitability of staff, and the setting's safeguarding procedures.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.

Inspector
Shana Laffy

Inspection findings

Effectiveness of leadership and management is good

Leaders are passionate about providing a good-quality service and show commitment to their work. The provider has maintained a consistent staff team over a long period, which is a strength of the setting. Safeguarding is effective. Leaders ensure that all staff have a secure understanding of their responsibilities in relation to child protection and know whom to contact should they have any concerns regarding children's welfare. Leaders have successfully acted upon the actions and recommendation set at the last inspection, to raise the quality of the provision and the outcomes for children. They are reflective and include others in their ongoing self-evaluation. Staff form effective partnerships with parents and other professionals overall. Parents comment favourably about how the playgroup has developed positively and parents feel valued in the setting.

Quality of teaching, learning and assessment is good

Staff interact skilfully with children and help them develop their communication and language skills through a range of well-planned activities. For example, staff use traditional tales to develop children's love of books and children are keen to talk about the characters. Staff promote children's physical skills and children have opportunities to learn and play outside. For example, they use the climbing frame confidently and develop their balance, coordination and good physical skills from a young age. Staff plan a good mix of adult-led and child-initiated activities. Children have good opportunities to extend their creativity. For example, they explore their senses using materials such as porridge or modelling dough, and staff model language well, using describing words to help widen children's vocabulary. Staff use their high-quality observations well to plan and monitor children's continued development.

Personal development, behaviour and welfare are good

Staff provide a welcoming and friendly atmosphere, where children feel settled and show affection for familiar adults and peers. Staff comfort children and help to regulate their emotions. This nurturing environment holds children's well-being as a central focus and the high staff-to-child ratio allows children to receive plenty of individualised attention from their key person. Staff follow children's lead and children have a voice. Staff use effective risk assessment to keep children safe and help children to learn about dangers. For example, staff remind children about safe ways to climb outside. Staff take account of children's health and medical needs and support children's early understanding of living a healthy lifestyle.

Outcomes for children are good

Children are active in their environment and join in readily with group times, confidently singing rhymes. They show excitement and curiosity, and explore how to make a variety of sounds. For example, they use musical instruments joyfully and enjoy banging the large drums to a beat. Children use puppets to retell stories and imaginary role-play items as they make pretend food in the home corner. Children skilfully complete puzzles and show pride in their painting and mark making.

Setting details

Unique reference number	119555
Local authority	Tower Hamlets
Inspection number	10077399
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	26
Number of children on roll	11
Name of registered person	Brayford Square Playgroup Committee
Registered person unique reference number	RP523763
Date of previous inspection	19 October 2017
Telephone number	0207 791 2426

Brayford Square Playgroup registered in 1978. The playgroup is situated within the London Borough of Tower Hamlets. The playgroup is open each weekday from 9am to 3pm, during term time. There are three members of staff, all of whom hold relevant early years qualifications. The playgroup receives funding to provide free early education for children aged two, three and four years old.

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