

Hanover Playschool at Priory Heights

Priory Heights, Wynford Road, London N1 9SG



Inspection date

9 November 2018

Previous inspection date

20 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Leaders do not ensure that the required checks are carried out to assess and review the progress of each child's learning between the ages of two and three years.
- Staff do not use the information that they gather from observations to plan and provide suitably challenging learning opportunities. Children do not make the progress of which they are capable.
- Leaders and staff do not use their partnerships with children's parents to get a better understanding of children's learning and development when they first attend the setting. Staff do not involve parents in supporting their children's learning at home.
- Self-evaluation is not effective. Leaders and staff have not identified weaknesses in assessment and planning.

It has the following strengths

- Children are happy and settled. They develop secure relationships with the staff and other children in the setting.
- Staff support children to be independent at managing their own needs. Children confidently manage their personal hygiene and take pride in putting their own coats and shoes on to go outside.
- Staff use effective methods to manage children's behaviour. Children listen well, they learn to share and take turns with the resources. All children behave well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that each child's progress is reviewed between the ages of two and three years. Provide parents with a short written summary of their child's development in the three prime areas of learning	28/11/2018
use the information gathered from observations to plan challenging and purposeful learning experiences.	28/11/2018

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

- extend partnerships with children's parents, to gain a better understanding of children's starting points and involve them in supporting their children's learning at home
- develop procedures used for self-evaluation, to identify weaknesses accurately and target areas for improvement.

Inspection activities

- The inspector observed the quality of teaching, and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the leader, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader. She took into account the views of the parents spoken to on the day of the inspection.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders do not ensure that staff review and assess the progress of children between the ages of two and three years. Parents do not receive a written summary of their children's development in the three prime areas of learning, as required. Leaders follow robust procedures to employ staff who are safe and suitable for their roles. Leaders and staff have a suitable awareness of child protection matters. They fully understand the procedures that they should follow to report any concerns that they have about a child's welfare. Leaders and staff are committed to their ongoing professional development. For example, they take part in training and share ideas during team meetings. Leaders and staff work together to reflect and evaluate the service that they are providing. However, they have not identified weaknesses in their assessment and planning procedures.

Quality of teaching, learning and assessment requires improvement

Staff know the children well. They regularly observe children to monitor their progress. However, information gathered from observation is not used effectively to offer appropriate challenge based on what children need to learn next. Staff do not focus on the gaps in children's learning to target teaching effectively. Staff work closely with parents to support children's emotional needs, although they have not extended those partnerships to gain a better understanding of children's development when they first attend the setting. Older children develop their imaginative skills well. For example, they enjoy turning junk into props, as they pretend to be pirates with telescopes. Parents are happy with the care that their children receive, and they say that their children enjoy attending the setting. However, parents are not aware of what their children are learning and how they can support their learning at home.

Personal development, behaviour and welfare are good

Staff help to raise children's self-esteem and confidence. For example, they praise children and celebrate their achievements. Staff provide a well-organised and well-resourced environment, and children have opportunities to make their own independent choices about their play. Staff help children to learn about the lives and beliefs of people from backgrounds different to their own, such as through stories and activities to mark cultural events. Children learn to celebrate the differences and similarities between themselves and their peers. For example, children talk about their homes and where they live, and they learn that some people live in houses and others in flats. Staff support children to be healthy. They provide healthy snacks and promote good personal hygiene. Children benefit from regular fresh air and exercise.

Outcomes for children require improvement

Children gain some of the skills to support them with the next stage of their learning and their eventual move to school. For example, they are motivated to be involved and can focus well during their chosen play. Younger children learn to solve problems and consider mathematical concepts. For instance, they notice the shapes and sizes of blocks as they work out how they fit together in the container. Weaknesses in planning and assessment mean that staff do not target teaching, and children do not make the progress of which they are capable.

Setting details

Unique reference number	EY426616
Local authority	Islington
Inspection number	10074769
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	22
Number of children on roll	19
Name of registered person	Hanover Playschool Committee
Registered person unique reference number	RP521615
Date of previous inspection	20 April 2016
Telephone number	02077137366

Hanover Playschool at Priory Heights registered in 2003. The playschool is based in the Priory Green area, in the London Borough of Islington. It is open between 8.30am and 4.30pm each weekday during school term times. The provider employs seven staff, most of whom hold appropriate early years qualifications. The manager is an early years teacher. The playschool receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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