

Avebury Playgroup

Roberta Street, London E2 6AW



Inspection date	14 November 2018
Previous inspection date	21 October 2015

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

- Staff teach children about the local community, wider world and differences and similarities between themselves and others. For instance, they provide displays, resources and books that reflect children's cultural backgrounds. Staff also take children on trips around the local area, such as to parks, shops and libraries.
- The manager and the staff give a high priority to children with special educational needs and/or disabilities (SEND). They work exceptionally well with parents and other professionals to provide good support to address children's specific needs.
- Partnerships with parents are good. Staff regularly provide parents with verbal and written information about their children's progress and ways to support learning at home. Parents are invited to a wide range of events to meet with staff, such as a workshop to enable parents and children to learn about the importance of oral hygiene.
- Staff have a good understanding how young children learn and develop. They provide appropriate activities and experiences that promote children's development across all areas of learning.

It is not yet outstanding because:

- The manager and staff do not make the very best use of their assessment of children's learning to help plan very precisely for their next steps in learning, to identify and close gaps rapidly in their development.
- At times, resources are not as easily accessible to children as they could be, particularly during outdoor play.

What the setting needs to do to improve further

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

- use children's assessment information meticulously to help identify very precisely the progress they make, to help close any gaps in their learning rapidly.
- increase children's opportunities to access the good resources available, to strengthen further their ability to make more choices in their play.

Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children to take account of their views.
- The inspector viewed a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

Inspector

Chris Lamey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager invests time into ensuring that staff understanding of child protection is secure. For example, they cover aspects during regular staff meetings and offer training for all staff. This is effective as staff have a good understanding of how to identify possible signs of abuse and are aware of the reporting procedures. Staff are supported to attend training to increase their level of qualification and extend their knowledge and skills. Staff training is closely linked to self-evaluation, staff supervision and appraisals. Staff attend training and share their knowledge effectively with other staff members. For example, the deputy manager has recently attended specific training to support children with SEND. This has helped her to be more confident when supporting the other staff members to identify and plan specialised learning and development opportunities for the children.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy listening to stories that staff read. Staff include children's names in the story and this helps to capture their interest and attention further. Children predict what might happen next and use their imaginations to elaborate on the storyline. Staff appropriately prioritise teaching for communication and language. They make good use of small-group activities to support children's listening and speaking skills. Children delight in using large building bricks and work together to build and balance a large tower. They solve simple problems and decide how best to balance the bricks. Staff challenge them further, such as to count the bricks and compare the tallest with the shortest tower. This helps children to build on their good awareness of numbers.

Personal development, behaviour and welfare are good

Children feel secure and confidently explore the activities on offer. Staff gently nurture new children, allowing them to settle quickly in this caring, homely environment. Routines are well organised. Children take care of resources and pride in keeping the play environment safe and tidy. They follow instructions well and show care and support for their friends, helping each other to find boxes for the resources. This is an inclusive playgroup where parents say they are made to feel welcome and their children valued. The small and familiar staff team helps children to develop secure relationships. Children show how safe they feel as they confidently explore the environment and approach staff freely. Children's behaviour is good and they play harmoniously together. Staff understand how children behave best and make careful adaptations to routines and activities to help promote this.

Outcomes for children are good

All children gain the skills they need for school. This includes children who receive funded education and children with SEND. Children have many opportunities to develop their small-muscle skills in preparation for early writing. For instance, they make meaningful marks with pens and handle tools, such as scissors, paintbrushes and glue sticks, with increasing control. Children learn about letters and the sounds they represent, and excitedly join in with phonics sessions.

Setting details

Unique reference number	119546
Local authority	Tower Hamlets
Inspection number	10060230
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	20
Number of children on roll	29
Name of registered person	Avebury Playgroup Committee
Registered person unique reference number	RP523764
Date of previous inspection	21 October 2015
Telephone number	0207 739 7053

Avebury Playgroup registered in 1995 and is located in Bethnal Green, London. The playgroup is open weekdays from 8.45am until 3.15pm, during term time only. The provider employs five members of staff, all of whom hold appropriate early years qualifications ranging from levels 2 to 6. The provider is in receipt of free early education funding for children aged two, three and four years.

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