

# Quaggy @ Invicta Blackheath

Invicta Primary School, Invicta Road, London SE3 7HE



<b>Inspection date</b>	22 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Staff do not complete the progress checks, as required, for children aged between two and three years. Planning is not always focused accurately to support children's progress towards the next stages in their learning fully and consistently.
- Staff do not consistently share ongoing information with parents, to support them to continue children's learning at home.
- Staff sometimes do not provide sufficient time for children to explore activities to their satisfaction before moving them on, which interrupts their learning at times.
- The management team does not use self-evaluation well enough to identify weaknesses and target improvement action to address these. It has not provided Ofsted with the name, date of birth, and home address of the directors of the company, so suitability checks can be completed in a timely manner. Monitoring of children's progress is not fully effective.

### It has the following strengths

- Staff skilfully capture children's engagement and participation in story-time activities. Older children in the group join in with repetitive phrases and younger children respond using gestures.
- Children benefit from opportunities to meet and play with older children, with whom they share the play area. Some meet their siblings and happily go for a ride on the tricycle with them. Children form positive relationships with each other.

## 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 staff complete progress checks, as required, for children aged between two and three years, and use these effectively to share accurate information with parents and to identify and address any concerns about children's learning	10/12/2018
provide Ofsted with details of the name, date of birth, and home address of any individuals who are directors of the company, so suitability checks can be completed in a timely manner.	10/12/2018

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

- strengthen processes for sharing information with parents on an ongoing basis, to help them to continue children's learning at home
- provide consistent opportunities for children to explore activities to their satisfaction before moving on, to help minimise interruptions to their learning
- improve self-evaluation and the effectiveness of monitoring processes, to help identify and address all weaknesses in practice and the provision.

### Inspection activities

- The inspector observed children and how staff interacted with them.
- The inspector took account of the views of parents, staff and children.
- The inspector carried out an observation with a member of the management team and assessed the effectiveness of performance management.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector held meetings with the management team at appropriate times.

**Inspector**  
Geetha Ramesh

## Inspection findings

### Effectiveness of leadership and management requires improvement

Self-evaluation is not fully effective. Managers do not review practice and provision well enough to identify all areas that require improvement. The management team has not provided Ofsted with required information regarding new committee members so their suitability checks can be completed. However, this does not have a significant impact on children's safety, as these members do not have unsupervised access to children. Managers review staff performance regularly and identify some training opportunities that have a positive impact on children's learning. For instance, staff use their knowledge and skills effectively to support young children's understanding. The management team establishes partnerships with professionals, such as speech and language therapists, to identify ways to support children who have communication and language difficulties. Safeguarding is effective. Staff have a clear understanding of signs and symptoms that would cause concerns about children's welfare.

### Quality of teaching, learning and assessment requires improvement

Staff do not consistently share a summary of children's progress with parents, as required, for children aged between two and three years. Weaknesses in assessment processes and parent partnerships mean that the management team does not always have accurate information about children's achievements, to monitor each child's progress effectively. Some gaps in children's learning are closing, but this is not consistent. Staff do not consistently share detailed information with parents about children's learning. Staff support children well to extend their early mathematical skills. Children learn to count, for instance, as they measure ingredients to make play dough. Staff help them build on their understanding of the world. For example, they encourage children to name the colours of autumn leaves and children state that the leaves are 'red' and 'orange'.

### Personal development, behaviour and welfare require improvement

Staff do not consistently plan the transition between activities well enough to minimise interruptions to children's learning. For example, children who were making play dough finished the activity abruptly as staff took the group to another activity. Nevertheless, overall, children are settled and display familiarity with the environment. For instance, they know where to find a tissue should they need to clean their face. Children behave well. Staff acknowledge their good behaviour with praise. For instance, when children share resources staff say, 'that is really kind'. Children build a positive sense of self-esteem. They build confidence in their abilities. For example, they explore going 'backwards' in their tricycle. Staff supervise them closely to ensure their safety.

### Outcomes for children require improvement

Inconsistencies in the arrangements for assessing children's achievements mean that not all children are supported well enough to make the progress of which they are capable. Nevertheless, overall, they develop some skills that help to prepare them for future learning. They learn to use mathematical language, such as 'lots' and 'more'. Children build on their creativity. For example, they build structures with construction materials and use their imagination as they move toy people up the ladder.

## Setting details

<b>Unique reference number</b>	EY537735
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10077171
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Quaggy Development Trust
<b>Registered person unique reference number</b>	RP909078
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	020 8692 9157

Quaggy @ Invicta Blackheath registered in 2016. It is located in the London Borough of Greenwich. It operates from 8am to 1pm on Tuesdays, Wednesdays and Thursdays during term time. There are four members of staff, three of whom hold qualifications at level 3 and one at level 2. The setting receives funding for the provision of free early education for children aged two and three 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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