

# Rookstone Road Playgroup plc

Tooting United Reformed Church, Rookstone Road, London SW17 9NQ



<b>Inspection date</b>	25 January 2019
Previous inspection date	12 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The manager monitors staff performance well. She successfully recognises their strengths and areas for improvement. This helps to ensure all children make good progress from when they first start.
- The manager and staff support children who speak English as an additional language extremely well. Many staff speak fluently in languages other than English. They talk to children in both their home languages and English to help them settle quickly and to learn new words.
- Children enjoy a variety of play activities that reflect their interests. For example, they made a pretend cup of tea in the role-play kitchen. Staff support children's imaginary play well and skilfully recognise when to help them act out their home experiences.
- Staff have developed strong and trusting relationships with parents. Daily conversations and regular meetings with parents help to provide a consistent approach to supporting children's care and learning.
- The manager has not yet developed systems to track different groups of children to help identify any gaps in their learning.
- Occasionally, staff do not support children's independence to a higher level, particularly to help them to manage their self-help skills even further.
- Sometimes, staff miss opportunities for children to learn about their local community and the environment around them, in particular when they have daily trips to local places of interest.

## What the setting needs to do to improve further

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

- develop systems to monitor the ongoing progress of different groups of children
- strengthen opportunities for children to consistently practise their self-help skills
- make the most of every learning opportunity, particularly during outings, to challenge and extend children's learning to an even higher level.

### Inspection activities

- The inspector viewed documentation, including children's records, risk assessments, accident and incident forms and complaint records.
- The inspector checked staff qualifications, training certificates and evidence of their ongoing suitability.
- The inspector completed a joint observation with the manager and assessed the impact of the quality of teaching and learning.
- The inspector spoke with parents to seek their views and comments.
- The inspector accompanied staff and children to the local library.
- The inspector toured parts of the premises used by the playgroup with the manager.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection procedures. They know how to manage any concerns and are aware of the local reporting procedures to follow. The manager implements effective risk assessments to help minimise harm to children. Staff supervise children extremely well, particularly when they use the toilet and large hall downstairs. This helps to ensure children's safety and welfare. The manager reflects on practice and the provision effectively to help her identify any improvements. For example, there are plans to develop an area outside to help support children who prefer to learn outdoors to further promote their physical exercise and well-being. Staff regularly access training to help develop their skills and knowledge further. For example, this training helps them to support individual children's care and learning, particularly children with special educational needs and/or disabilities.

### Quality of teaching, learning and assessment is good

Overall, teaching is strong. Staff assess and monitor the good progress children make, including the progress check for children between the ages of two and three. Staff explore ideas alongside children as they play and investigate. On the whole, they skilfully use a range of strategies to support children's learning even further. For example, when children make dough, staff ask questions such as, 'what else do you think we need to add?' Children eagerly reply 'water'. This helps them to solve problems and think for themselves. Children confidently use a range of technology at playgroup and when they go on a trip to the local library. For example, staff encourage them to press buttons in the environment, such as at traffic lights and in the library lift. This helps children to develop a growing understanding of why things happen and how things work. Children are keen and eager to complete a variety of puzzles and staff help them to recognise letters in the alphabet.

### Personal development, behaviour and welfare are good

Children are happy and ready to learn when they arrive. They excitedly welcome one another and quickly find their name card to self-register. This demonstrates a secure sense of belonging and emotional well-being. Staff are good role models and promote respect and tolerance well. They encourage children to share and take turns with toys and celebrate each other's home experiences. Staff skilfully teach children how to keep safe. For example, they successfully remind children to look both ways and hold hands before they cross a busy road. On the whole, children are confident and independent.

### Outcomes for children are good

Overall, children learn key skills they need for the next stages in their learning. They begin to use mathematical language as they play. For example, children experiment with capacity and volume as they made a castle from sand. They enthusiastically match and sort a play tea set in the role-play kitchen. Older children develop their literacy skills and make good attempts to write their name. Children spontaneously joined in with singing nursery rhymes and thoroughly enjoyed listening to stories about a hungry caterpillar.

## Setting details

<b>Unique reference number</b>	EY284192
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10060963
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Rookstone Play Group
<b>Registered person unique reference number</b>	RP524208
<b>Date of previous inspection</b>	12 March 2015
<b>Telephone number</b>	0208 767 2019

Rookstone Road Playgroup plc opened in 1995. It operates from church premises in Tooting, in the London Borough of Wandsworth. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. It operates Monday to Friday, from 9.25am until 12.25pm, during term time. There are four staff who work with the children, including the manager, three of whom hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2.

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