

# Island House Playgroup

Roserton Street, London E14 3PG



<b>Inspection date</b>	28 January 2019
Previous inspection date	9 December 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

- Children are happy, secure and settled. The caring and friendly staff know the children well and form strong attachments with them. This creates a calm, positive and nurturing atmosphere throughout the whole setting.
- The manager and her team have developed incredibly strong partnerships with parents. Parents are thoroughly included in their children's learning and development, and they are kept up to date and involved in all areas of their children's progress.
- The dedicated manager evaluates the quality of her provision well. She takes account of and acts on the views of staff, parents and children to improve the outcomes for children. She sets challenging and realistic targets for improvement.
- Children are making good progress in all areas of learning. They are learning key skills to be ready for school when the time comes.
- Children with special educational needs and/or disabilities (SEND) are supported extremely well. Close partnerships with parents and other professionals help to ensure children receive the intervention and support they require in order to achieve their individual potential.
- Staff use their strong knowledge of how children learn to plan interesting and challenging activities that children respond to very enthusiastically. Staff are alert to children's needs and skilfully adapt activities to reflect their interests. Children are always keen to join in and are deep in concentration while they play.
- Although effective overall, the tracking of children's progress is not consistently as precise as possible to identify emerging gaps in learning and development at the earliest opportunity.

## What the setting needs to do to improve further

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

- strengthen further the monitoring and tracking of children's development and progress to identify any possible gaps even more promptly and precisely.

### Inspection activities

- The inspector had a tour of the nursery.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector viewed documentation during the inspection, which included safeguarding policies, staff suitability, children's tracking documents, and the setting's main policies and procedures.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector had discussions with staff and meetings with the manager.

### Inspector

Laura Rathbone

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand what the different signs of abuse are and know the protocol they must follow should they have a concern about a child's welfare. Regular training and supervision have created a highly capable team of staff who clearly understand what their roles and responsibilities are. The manager has established excellent partnerships with parents, giving them many opportunities to play an active role in their children's learning. Parents speak extremely highly of the staff and the setting, and comment on the 'family' atmosphere that is felt throughout. The manager makes excellent use of additional funding to improve outcomes for disadvantaged children. Staff are given many opportunities to expand their professional development. For example, recent training in supporting children with autistic spectrum disorder has led to staff feeling more confident in supporting children with SEND, and they now use sensory techniques to help settle children if they become distressed.

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

The qualified and enthusiastic staff teach children well. Staff work together closely to create an environment that is inclusive for all children, adapting activities and resources where necessary. Staff support children's communication and language skills incredibly well. They engage in meaningful conversations and encourage children to form their own opinions and make their own decisions. For example, during a singing session, staff gave the children the opportunity to choose which songs they would like to sing and then went on to adapt songs to capture the children's interest, something the children showed great delight in. Staff provide the children with interesting ways to develop their literacy skills, including asking them to write their names on their own artwork, which the children take great pride in doing.

### Personal development, behaviour and welfare are good

Children behave extremely well. They are kind and respectful of one another and this is because of the nurturing, motivated and enthusiastic staff. Children take great care of one another. For instance, when one child became a little upset, another child quickly came over to comfort them. Children have developed strong attachments with their peers and teachers. As children arrive in the morning, staff and children welcome them at the door with a big smile and a cheerful greeting. This creates a warm and calm drop-off, with children confidently waving goodbye to their parents. Strong links are in place between staff, teachers and other professionals to support older children as they prepare to move on to school. This is particularly beneficial in relation to children with SEND.

### Outcomes for children are good

Children, including those with SEND, make good progress. They are well prepared for their next steps in learning, including school. Children enjoy creative activities and demonstrate strong concentration skills when they are painting. They use their imagination a great deal during their play and were very excited to show staff the worms they had made out of play dough.

## Setting details

<b>Unique reference number</b>	119577
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10066376
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Island House Pre-School Playgroup Committee
<b>Registered person unique reference number</b>	RP905028
<b>Date of previous inspection</b>	9 December 2015
<b>Telephone number</b>	07976602729

Island House Playgroup registered in 2001 and is situated within the London Borough of Tower Hamlets. The setting is open Monday to Friday from 8.45am until 3.30pm, term time only. The provider employs four members of staff, all of whom hold relevant childcare qualifications from level 2 to level 6. The provider receives funding for the provision of free early education to children aged two, three and four years.

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