

# Wanstead Park Playgroup

St. Gabriels Church Hall, Park Road, London E12 5HQ



<b>Inspection date</b>	2 April 2019
Previous inspection date	7 January 2016

<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 and staff work effectively as a team. Together, they have taken successful action to address the areas for improvement, including those identified in consultation with parents and professional advisers.
- Staff are skilled practitioners who understand how children learn. Staff provide interesting and engaging activities. Children arrive happily, they are independent as they explore the environment and initiate their own play. Children quickly become absorbed in activities.
- Staff manage children's behaviour positively so that their emotional well-being is fully supported. They treat children with respect and consideration. They listen to children's comments and provide eye contact when talking. This helps children to feel valued and promotes their self-esteem and a strong sense of well-being.
- Staff form strong and effective relationships with parents, who are complimentary about the quality of their children's care and experience. Parents say that they value the way in which they are engaged as partners in supporting their children's learning. They say that staff have a secure knowledge of children's personal circumstances, which helps to ensure that children are settled and their individual needs are met.
- Staff assess children's learning well. They have created individual learning journals and these provide valuable information for parents about their children's progress. However, arrangements to monitor any differences in the progress of different groups of children who attend the setting are in their infancy.
- Staff appraisal and supervision is not always effective in identifying gaps in some of the staff's knowledge and understanding.

## What the setting needs to do to improve further

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

- build on the arrangements in place to monitor the progress made by different groups of children and use this information to identify and address any differences in achievement
- strengthen the processes for staff supervision, to help identify where some staff may need further training and support.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this had on children's learning.
- The inspector looked at safeguarding policies and discussed safeguarding procedures with the manager and staff.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector had a meeting with the manager to discuss improvements since the last inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled documentation, including planning, children's learning and assessment records and relevant policies and procedures, including those related to staff suitability.

### Inspector

Catherine Greene

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The designated safeguarding lead is fully aware of issues relating to child protection and the wider aspects of safeguarding. Staff understand their responsibilities to protect children and know the procedures to follow if they have any concerns. The manager has formed successful partnerships with other agencies to raise the standards of care and education for children who attend the playgroup. She uses feedback from parents to make improvements so that procedures are continually reviewed, to help ensure that children are safe. The staff team has worked closely with the local authority to improve risk assessments. For example, staff who prepare food are trained in food safety, children are closely supervised and staff are vigilant about their safety. Parents' and children's views and comments are valued and acted on. This has a positive impact on children's well-being and outcomes.

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

Staff plan a range of events so that children and their families can learn and participate together. They provide stimulating activities, based on children's interests, that motivate them to learn. For example, they encourage children to appreciate and care for wildlife during outings in the community. Children use their senses as they explore the smell and texture of the spring flowers that they have planted in the garden. Staff promote children's emerging language skills effectively. Children enjoy retelling familiar stories as they make masks of their favourite characters. They use props enthusiastically, such as clip boards, to practise their writing skills. Children are confident when speaking in groups and listen attentively to what others have to say.

### Personal development, behaviour and welfare are good

Children build strong emotional attachments with their key persons. Circle times are used well to help children learn to express their thoughts and feelings. Children are caring and considerate towards each other and have developed firm friendships. They understand that they need to take turns and show kindness and sensitivity towards each other. For example, they share chairs and make room for their friends to join the activity. Staff help children to become independent and teach them to manage their own personal needs. Children wait patiently in line and skilfully manage washing their hands before snack and lunch. Children learn about leading a healthy lifestyle as they eat nutritious snacks and packed lunches that take account of their dietary requirements and preferences.

### Outcomes for children are good

Children make good progress. They participate in activities that hold their attention because they are interested and engaged. Staff use all aspects of the session to encourage their participation. They support children in developing the skills that aid their communication, language and mathematical development. For example, children skilfully calculate and tell staff how many more cups and plates they will need for their snack time. Children are developing a positive sense of themselves and others. They are growing in confidence and learning important skills for the next stage of their education.

## Setting details

<b>Unique reference number</b>	128491
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10072352
<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 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Wanstead Park Playgroup Committee
<b>Registered person unique reference number</b>	RP519321
<b>Date of previous inspection</b>	7 January 2016
<b>Telephone number</b>	07305496716

Wanstead Park Playgroup registered in 1978. It is run by a management committee of parents. Wanstead Park Playgroup operates from a large hall within St Gabriel's Church Hall, in the London Borough of Redbridge. The playgroup is open each weekday from 9am until 12pm during term time. The playgroup receives funding for early education for children aged three and four years. The playgroup employs eight staff, all of whom hold appropriate early years qualifications to at least level 2.

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