

# Abertots Play

Aberfeldy Neighbourhood Centre, Aberfeldy Street, London E14 0NU



<b>Inspection date</b>	8 May 2019
Previous inspection date	22 June 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

- Parents are very happy to share their positive experiences of the playgroup. Parents appreciate the warm and friendly staff and the communication about their children's day. They value how staff share practical tips and approaches, which they use to strengthen children's learning at home.
- Staff know children well and help them to develop a positive sense of themselves. Staff encourage children to initiate their own play and follow their interests. Children are absorbed in their play and learning, relishing opportunities to experiment and use a variety of resources. This contributes to the good rates of progress children make, including those with special educational needs and/or disabilities (SEND).
- Children access daily outdoor play and learning. This helps them to develop their physical skills and gain knowledge about how to keep safe. The manager has planned the outdoor environment in ways that develop children's early literacy and mathematical skills.
- The manager fosters a strongly inclusive culture. Children learn to respect themselves and others who may have different abilities and who are from different cultures and faiths.
- The manager is aware of the need for more focused development of teaching practice.
- While assessment is effective and parents have a good understanding of their children's progress and next steps, processes for sharing detailed assessment information with parents are not routine.
- Staff monitor children's individual progress, but do not routinely check the progress of different groups of children or cohorts.

## What the setting needs to do to improve further

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

- strengthen processes for evaluating the impact of staff's practice on children's learning to raise the quality of teaching to an even higher level
- develop ways to share assessment information about children's progress with parents on a regular basis to ensure continuity for children's learning and development
- check the progress of different groups of children to help close any gaps in achievement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector met with the manager. He reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

#### Inspector

George Selvanera

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff ensure that children are protected from harm. For example, children are well supervised, staff-to-child ratios are well managed, and staff know what to do if there are concerns about a child's well-being. Recruitment procedures are robust. The manager is ambitious for all children, and has strong relationships with parents to create a strong community feel within the playgroup. A Mother's Day celebration, for example, brought mums and children together. The celebration included displays of children's work, children reciting poems about mums, sharing lunch, playing together, and informal networking between families. A similar event is planned for Father's Day.

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

Staff plan the environment well. They create comfortable and engaging areas for children to explore, rest and play. They provide a wide range of sensory materials, helping children to experiment and investigate using their senses. For example, children are engaged with paints and enjoy showing off the changes in the colour of their hands. Staff know children well and are clear about each child's progress and the individual target areas to support their development. They continually praise and encourage children, which helps them to keep trying and gain confidence in their abilities. Children's communication skills are particularly well supported. For instance, staff use makaton signing to support children's speech, understanding and listening skills. This is helping to develop language and understanding more quickly for younger children and children with developmental needs particularly.

### Personal development, behaviour and welfare are good

Staff are adept at helping children to feel safe and secure. Settling-in periods are responsive to children's individual needs. This ensures children receive all the support they need to settle. Staff offer cuddles and encouragement to children if they become upset. Staff praise children, which helps to develop their self-worth. As a result, children have secure and positive attachments to staff. Children show kindness to each other and behave well. They have good opportunities to take part in different outings and celebrations, giving them a wider understanding of the world. For example, children routinely attend events in the community. This includes singing for elderly tenants of the local housing association at Christmas time.

### Outcomes for children are good

All children make good progress and are well prepared for their next stages of learning, including children with SEND and those from disadvantaged families. This is because staff ensure that children's needs are well understood and catered for. Children develop good mathematical skills, with children counting and using mathematical language to describe the sizes and shapes of teddy bears and spiders. Children are keen to engage in role play and enjoy healthy snacks. They demonstrate good levels of independence, knowing to wash their hands before snacks and after playing outside. Older children recognise their names and are confident to engage in conversation with adults.

## Setting details

<b>Unique reference number</b>	EY307208
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10066396
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	20
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Abertots Play Committee
<b>Registered person unique reference number</b>	RP524830
<b>Date of previous inspection</b>	22 June 2016
<b>Telephone number</b>	07931 800 547

Abertots Play registered in 2005 and is located in Poplar, in the London Borough of Tower Hamlets. The playgroup opens from 8.30am to 11.30am and from midday to 3pm, Monday to Friday, during term times. The setting is in receipt of funding for free early education for children aged two, three and four years. The provider employs four members of staff and one volunteer. The manager is qualified to level 6.

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