

Happitime Playgroup LTD

Unit 3, 142 Lea Bridge Road, London E5 9RB



Inspection date	21 May 2019
Previous inspection date	6 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 settled and happy at this friendly local nursery. The bonds between children and staff are warm and positive, which helps to build children's confidence and self-esteem. Children are keen to talk to visitors and share what they are doing. All children, including those who receive additional funding, make good steady progress from their starting points.
- The manager is ambitious for the nursery and staff. Staff speak positively about the support she gives. The manager provides staff with regular supervision, identifying strengths and areas for improvement. She puts in place action plans and identifies continuous training opportunities to improve the quality of the staff's interactions with children.
- Staff facilitate children's independence and curiosity very well. They have created an interesting and well-organised learning environment where all children are able to experiment and explore. Children carry out tasks for themselves, such as pouring their own water at lunchtime and chopping their own banana for snack.
- Children benefit from plenty of fresh air and exercise each day. Despite the small size of the garden, they spend ample time outdoors. All children have lots of fun outside as they access activities and resources. For instance, they play listening games and respond to the instructions of the caller, and climb skilfully on the large play equipment.
- Staff do not consistently provide challenge for older children's learning, especially during mixed-age group activities.
- The manager and staff closely monitor the progress made by all children, including different groups of children. However, tracking does not sharply focus on gaps in children's learning in order for planning to be targeted effectively.
- The manager does not evaluate the quality of the playgroup as effectively as she could. She does not use the voices of parents, the local authority adviser and children rigorously enough to build on the quality of the playgroup.

What the setting needs to do to improve further

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

- review how activities are organised, so that older children are fully challenged in their learning
- make better use of the tracking of individual children's development to identify gaps in their development and further strengthen the planning of learning experiences
- strength how the playgroup is evaluated, making the best use of the views of parents, children and the local authority adviser.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector took into account the views of the parents spoken to on the day of the inspection and engaged with children at appropriate times.
- The inspector sampled various documents, including children's learning records, risk assessments and a selection of policies and procedures.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of the signs that may indicate that a child is at risk of abuse or neglect. Staff are aware of the correct procedures to follow if they have any concerns about a child's welfare. Robust recruitment systems are in place to ensure all staff are safe to work with children. Staff ensure daily checks are completed to ensure the environment is safe and secure for children to play. The manager and staff have developed strong partnerships with parents. They consistently communicate with parents, which contributes to continuity in meeting children's needs. Parents speak highly of the staff and their children's experiences at the playgroup.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of the areas of learning and how the activities they provide support children's development. They make regular observations and assessments of children's progress and use this information well to identify and plan next steps in learning. Children with lower starting points are supported to catch up over time, such as those who are learning English as an additional language. Staff support children's language and communication skills well. They engage children in meaningful conversations, play alongside them and use new words to build their vocabulary. Children's literacy skills are strongly supported. They visit the library and choose books about their projects, listen attentively as staff read stories and join in with their favourite songs during singing time. Older children are learning to write letters and recognise the sounds they represent.

Personal development, behaviour and welfare are good

Key persons provide good emotional support for children and parents during settling-in sessions. They use information gathered from parents to maintain continuity of care. Staff are well deployed and play alongside children, encouraging them to share and take turns. Staff are good role models and children are well behaved. Staff provide an inclusive environment in which children learn to value differences. For example, they engage in activities and resources to develop an awareness of the wider community. Children learn about being healthy. Staff offer children healthy snack and talk about where their food comes from and how it supports their growth. Staff remind children of the importance of good hygiene, such as washing their hands before lunch.

Outcomes for children are good

Children are keen and eager to join in with activities. As part of the project about growth, they enthusiastically joined in with planting carrot seeds. Children count and recognise numerals from one to 10 as they work together to place numbered stones on matching cards. Staff help children to be well prepared for the move to school. Children dress up in school uniforms, look at pictures of their new school and visit the Reception class.

Setting details

Unique reference number	EY412012
Local authority	Hackney
Inspection number	10063130
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	16
Name of registered person	Happitime Playgroup Ltd
Registered person unique reference number	RP523634
Date of previous inspection	6 January 2016
Telephone number	02085339988

Happitime Playgroup LTD registered in 2010 and is situated in Clapton, in the London Borough of Hackney. The playgroup is open each weekday from 8.30am to 3pm during school term time. It is funded for the provision of free early education for children aged two, three and four years. There are three members of staff, two of whom hold appropriate early years professional qualifications at level 3 and above.

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