

# Acorn Playgroup

2 Narford Road, Hackney, London E5 8RD



## Inspection date

1 July 2019

Previous inspection date

16 June 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 happy and secure in the setting. Staff know the children well and have created strong attachments with them.
- Children make good progress in their learning and development. They acquire the knowledge and skills they need to succeed in their future learning, including when they move to school.
- The manager is dedicated to children's success, and evaluates the quality of the provision well. She takes account and acts on the views of staff, parents and children to improve outcomes for children.
- Children are independent and curious learners. They have many opportunities to lead their own play and explore their ideas in the well-resourced and stimulating environment. They develop high levels of confidence and self-esteem.
- Children arrive eager to learn and are happy and settled. A strong key-person system helps children to form secure attachments with staff. Children are confident to ask for help and share ideas. Staff model language well and extend children's vocabulary by asking questions and instigating discussions.
- Children are given many opportunities to develop their mark-making skills. They attempt to write their own names and recognise different letters and sounds.
- Although effective overall, the tracking of children's progress is not routinely precise enough 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 more promptly and precisely.

### Inspection activities

- The inspector had a tour of the setting.
- 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 had discussions with staff and meetings with the manager.
- The inspector spoke with staff, children and parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

#### Inspector

Laura Rathbone

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures all staff have regular safeguarding training and that their knowledge and understanding are always up to date. Staff are secure in being able to identify possible signs of abuse and know who to contact if they have a concern about a child's welfare. Staff have many opportunities to regularly develop their professional development. For example, training in healthy eating has led to all staff being more confident in how to teach children about which foods are healthy and unhealthy. This has also contributed to children being more willing to try new foods. The manager has created good partnerships with parents, giving them many opportunities to play an active role in their child's learning. Parents speak highly of the staff and the setting, explaining that they feel very involved and that their opinions are taken on board at all times. The manager oversees the curriculum well and ensures that staff provide a range of exciting and stimulating experiences for the children.

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

The qualified and enthusiastic staff teach children well, and prioritise the development of children's early literacy and mathematical skills through the opportunities they provide. For example, during sand play, staff encourage children to count how many sandcastles they can make, which children happily do. Staff support children's communication and language skills very well. They engage in meaningful conversations and encourage children to form their own opinions and make their own decisions. For instance, children show great enjoyment during the daily circle time, discussing their feelings and choosing which expression best describes them. This has led to children being confident communicators.

### Personal development, behaviour and welfare are good

Children behave very well. They are happy, secure and settled, responding well to the caring and nurturing staff. Staff act as positive role models to the children, and create a calm and positive environment for them. Staff provide many opportunities for children to become independent learners. For example, children show a great deal of determination when making their own play dough and choosing which colours they want to mix. At snack time, children demonstrate pride when preparing their snack table and buttering their crackers. Children have many opportunities to learn about themselves and each other. For example, staff have created an area with a large map, where children can see all the different countries that their families originate from.

### Outcomes for children are good

Children make good progress and are well prepared for their next steps in learning, including for school. Younger children who are still developing their language skills learn new words and phrases quickly. Children enjoy physical play a great deal and make excellent use of the large outdoor area. They demonstrate good coordination when climbing on the climbing frame and balancing on large crates. Children show excellent listening skills during group story time and share their opinions about what they think will happen next.

## Setting details

<b>Unique reference number</b>	144542
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10063109
<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>	3 - 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Acorn Playgroup Committee
<b>Registered person unique reference number</b>	RP523626
<b>Date of previous inspection</b>	16 June 2016
<b>Telephone number</b>	02088063610

Acorn Playgroup registered in 1997. It is situated in the London Borough of Hackney. The playgroup normally operates five days a week from 9.15am to 3.15pm, term time only. There are three members of staff, all of whom qualifications at level 3. The provider receives government funding for free early years education for children aged two and three years.

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