

# Beavers Playgroup

Rose Lipman Community Centre, De Beavior Road, Hackney, London N1 5SE



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 8 July 2019      |
| Previous inspection date | 14 November 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Inadequate  | 4        |
| 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

- Leaders evaluate the setting well. They consider the views of the local authority early years team, staff, parents and children. This helps to improve the quality of the nursery and children's learning experience.
- Staff have a good understanding of how children learn and how to promote children's welfare. They work well together to plan and provide interesting and challenging activities.
- Children enjoy their time at the nursery and show a real interest in learning and discovering new things. They make good progress and achieve well in different areas of learning.
- Parents are happy with the care and learning their children receive. They say how much their children enjoy attending the setting.
- Children behave well in the nursery. They are polite and show respect to staff and each other. Staff are good role models and help children to develop their understanding of boundaries and routines.
- Managers and staff offer a good level of support for children with special educational needs and/or disabilities. They work with other professionals and parents to promote children's individual needs and development.
- Sometimes, staff do not plan enough time for activities to enable children to explore thoroughly and extend their learning.

## What the setting needs to do to improve further

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

- allow enough time when planning activities to enable children to explore more thoroughly and extend their learning.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as samples of policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.

#### Inspector

Julia Crowley

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the procedures to follow if they have any concerns about a child's welfare. They know the signs that may indicate children are at risk of extreme views and behaviours. Staff are vigilant in their supervision of children. The premises are secure and regularly assessed for safety. The manager supports staff effectively. They have good opportunities to discuss and identify their training needs and development opportunities. This helps staff to build on their good practice. Parents are happy with the service provided. They describe the staff as approachable and very caring.

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

Staff plan a good range of interesting and challenging activities that take account of children's next steps in learning. Children share ideas about holidays while enjoying the home corner 'beach' with buckets, spades and a fabric sea. Older children strengthen their learning by supporting younger children to count the corks in the water tray. They use mathematical words to describe the empty and full containers. Children hear and learn different languages as they sing the 'good morning' song together. They enthusiastically shout 'hello' in Chinese, Spanish, Turkish and French. The children are confident and contribute enthusiastically. Leaders successfully monitor staff's observations and planning to ensure children progress in their learning. Children who require additional support are quickly identified so any gaps in their learning and development are promptly addressed. Staff work with other professionals to accurately assess children and to meet their learning needs.

### Personal development, behaviour and welfare are good

Children present as happy, capable and confident learners. They behave well as staff sensitively guide and manage their behaviour. Staff provide children with clear and appropriate explanations which support their level of learning. Children display close and caring bonds with their key person and other staff. They settle quickly on arrival at the nursery and are confident to approach staff for help and reassurance. Children's independence and self-care skills are supported well. For example, children listen for the sound of the tambourine and begin to help each other to tidy up before snack time. Children enjoy contributing and are happy and enthusiastic while completing daily tasks.

### Outcomes for children are good

Children are well prepared for their next stage in learning. Leaders have successfully made links with local schools that children will attend. Older children demonstrate key skills to support their move to school. They recognise their numbers and letters and communicate their needs effectively. Children who speak English as an additional language are progressing well as they familiarise themselves with words and simple sentences. Younger children receive plenty of praise and encouragement. This enables them to explore confidently in the setting's indoor and outdoor environment.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 144549  |
| <b>Local authority</b>                           | Hackney   |
| <b>Inspection number</b>                         | 10085816  |
| <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 - 3   |
| <b>Total number of places</b>                    | 20  |
| <b>Number of children on roll</b>                | 25  |
| <b>Name of registered person</b>                 | Beavers Playgroup Committee   |
| <b>Registered person unique reference number</b> | RP523745  |
| <b>Date of previous inspection</b>               | 14 November 2018  |
| <b>Telephone number</b>                          | 02070188030   |

Beavers Playgroup registered in 1993 and is situated in the London Borough of Hackney. The playgroup is open from 9.30am until 2.30pm every weekday during school term time. The provider is in receipt of funding for free early education for children aged two, three and four years. All staff hold relevant early years qualifications.

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