

Hanover Playschool at Priory Heights

Priory Heights, Wynford Road, London N1 9SG



Inspection date

Previous inspection date

5 July 2019

9 November 2018

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires improvement | 3 |
| 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 highly committed nursery manager and team have made significant improvements since the last inspection. They have developed how they assess and track children's progress effectively. This helps them to carefully plan for children's needs and to bridge any gaps in individual children's learning.
- The team provides a nurturing environment. Staff are welcoming and considerate of children's needs. Children part from their parents with ease due to the secure and caring relationships staff have built with them.
- Key persons have developed partnerships with parents effectively. Parents are informed of their children's targets through regular meetings, feedback and reports. Key persons offer support and guidance to continue learning at home.
- Children are making good progress across the curriculum and are working at typical levels for their age and stage of development.
- Staff act as good role models for children. Children understand expectations for their behaviour. Children of all ages play well together and have positive relationships with their peers and adults.
- Staff do not further support children to use their first language in everyday play.
- At times, staff miss opportunities to encourage children to do things for themselves.

What the setting needs to do to improve further

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

- extend opportunities for children to be independent throughout their daily routine, to support children to problem solve and to practise new skills through trial and error
- strengthen opportunities for children to use their first language in their play and interactions, to further develop their confidence and support their language development.

Inspection activities

- The inspector carried out a joint observation with the manager to evaluate the quality of teaching and learning.
- The inspector held discussions with the manager about how the setting has developed practice and set targets for the future.
- The inspector held discussions with staff about how they assess and support children's needs.
- The inspector viewed the setting's records, including safeguarding and health and safety records.
- The inspector met with parents and took account of their views.

Inspector

Tammy Lewis

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that all staff are aware of how to report safeguarding concerns regarding children and staff. Since the previous inspection, the manager has addressed weaknesses in practice through developing the setting's self-evaluation and devising action plans with the team and the local authority. The manager tracks children's progress more closely and has put measures in place to ensure that every child has a termly report or a two-year progress check that is shared with parents. Parents report that they are informed of their child's targets and that they receive regular information and support from their child's key person. The manager is supervising and developing staff's individual practice and improving outcomes for children.

Quality of teaching, learning and assessment is good

Staff work collaboratively together to assess and plan targets for children. Next steps are discussed and shared to ensure assessments are accurate. The manager works with key persons to support children who are below the stage of development for their age. The manager and fellow key person also observe children to provide support and guidance to the key person. Staff support younger children's early communication. For example, they label items, colours and shapes to extend their vocabulary. They repeat what children say, pronouncing items correctly. Staff support older children by extending learning in the moment and following children's key interests. For example, children use cotton buds dipped in paint to trace the letters of their name. Staff follow children's interests by extending the activity to include forming patterns and making predictions as they explore mixing colours.

Personal development, behaviour and welfare are good

Children are happy at the nursery. They bounce back quickly after difficulties due to the close relationships that they have with their key person. Staff consistently act as good role models to children. Staff show children that they are cared for, listened to and valued in their play. Children learn to listen to each other, share and take turns in play, and understand expectations for their behaviour. Staff teach children good hygiene practices. For example, they remind children to cover their mouth when they sneeze or cough and encourage children wash their hands before mealtimes. Children have regular access to outdoor play and can explore the natural world through a large planting area. They practise their balance and coordination through the A-frame, tunnel and climbing cave. Children learn about their local community through regular trips in the local area, such as visits to the park and library.

Outcomes for children are good

Children are developing the skills they need for their future learning. Younger children enjoy dancing with their key person and peers to music. They practise making rhythmic movements to music, for example by stomping, hopping, jumping and twirling. Older children enjoy a variety of small-world play scenarios where they use their imaginations well. Children explore their ideas and feelings as they play imaginatively, and link these to their home-life experiences and upcoming events, such as moving on to school.

Setting details

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| Unique reference number | EY426616 |
| Local authority | Islington |
| Inspection number | 10085662 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 22 |
| Number of children on roll | 25 |
| Name of registered person | Hanover Playschool Committee |
| Registered person unique reference number | RP521615 |
| Date of previous inspection | 9 November 2018 |
| Telephone number | 02077137366 |

Hanover Playschool at Priory Heights registered in 2003. The setting is based in Priory Green, in the London Borough of Islington. It is open between 8.30am and 4.30pm each weekday during school term times. The provider employs seven staff, most of whom hold appropriate early years qualifications. The manager is an early years teacher. The setting receives funding to provide free early education for children aged two, three and four years.

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