

The Drive Playgroup

Methodist Church Hall, The Drive, ILFORD, Essex IG1 3PP



Inspection date	1 July 2019
Previous inspection date	14 January 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is passionate and leads the well-qualified team to provide the best possible care and learning for all children who attend this playgroup. Staff have a relentless dedication to supporting every individual child, including those with additional needs, to help them make excellent progress. For example, the collaboration between parents, staff and professionals improves children's learning outcomes.
- Children behave extremely well and are very kind to each other. They have developed strong friendships and help each other to remember the rules and expectations.
- Children thrive in the calm and caring atmosphere. They demonstrate high levels of independence and clearly know the daily routine.
- The manager and her team are exceptionally supportive to children and their families. They liaise with outside agencies and build trusting relationships to ensure that every child has consistency in their care and learning.
- Parents comment how impressed they are with how the staff keep them updated with children's learning and progress. They value the support provided and comment that their child 'is always learning new things'.
- Staff arrange activities and resources to enable children to access an abundance of stimulating equipment and toys both indoors and outside in the spacious garden areas. For example, children enjoy learning about healthy foods and making 'soup' in the outside role-play area.
- Children are enthusiastic in their play and are keen to show off their skills, for example older children proudly talk about the pictures they draw.
- Staff skilfully teach the children how to lead a healthy lifestyle. For example, they adapt a story about a princess to include how she can keep her teeth strong by making healthy food choices.
- Staff ensure that children's vocabulary and communication skills are taught effectively. Songs, stories and rhymes are used regularly to continue to increase children's understanding of language.

What the setting needs to do to improve further

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

- make sure that all adults consistently give children the opportunity to recall and talk about their own thoughts and experiences in full.

Inspection activities

- The inspector observed children taking part in activities both indoors and outside, including mealtimes and care routines.
- The inspector sampled records including children's files, staff suitability records, the attendance log and policies.
- The inspector completed a joint observation with the manager, and observed the quality of care, teaching and children's learning.
- The inspector spoke with children, staff and parents at appropriate times during inspection.
- The inspector held a meeting with the manager and discussed child protection, safeguarding and children's learning and progress.

Inspectors

Kirsty Hillocks

Caroline Preston

Inspection findings

Effectiveness of leadership and management is outstanding

The manager carefully considers how to use funding to enhance the learning opportunities for children exceptionally well. All staff fully understand how to tailor and adapt the high level of care they provide to enable all children to feel supported and included. The manager actively seeks the views of staff and parents, which contributes to highly effective plans for the future. Safeguarding is effective. Staff are extremely knowledgeable and vigilant in promoting children's safety and welfare. Staff are alert to wider safeguarding issues such as the 'Prevent' duty and know what action to take and which agencies to report to, to help keep children safe. Rigorous recruitment, induction and supervision sessions promote a safe environment where children feel safe. The professional development of staff is a priority of the manager. She identifies suitable and regular training that enhances the teaching skills of staff. Staff are keen to continue improving their knowledge and understanding.

Quality of teaching, learning and assessment is outstanding

Staff make accurate assessments of children's learning. They use these to support the planning of activities that will continuously and seamlessly enhance the progress that children make. Staff provide children with a wide range of opportunities to gain an excellent understanding of the world around them. They plan regular outings to local places of worship to give children an insight into different religions. Staff use pictures and symbols to help children gain an understanding of time and know what to expect next during their day. Staff make the most of local parks to enable children to practise their physical skills by running, climbing and jumping. They support children's mathematical thinking during activities and ensure that opportunities to learn about counting, size and length are embedded throughout the children's day. Staff encourage children to think and work out challenges. Children gleefully run around the garden to search for a toy monkey that is hidden in a tree.

Personal development, behaviour and welfare are outstanding

Children arrive happy and eager to start their play. They develop strong and secure relationships with all adults, who know them very well. Staff help children to learn how to keep themselves safe. For example, they regularly practise fire evacuation procedures so they know what to do in an emergency. Staff help the youngest children learn how to care for themselves. They fully understand when to step in and help or when to let children continue to complete a task independently.

Outcomes for children are outstanding

Children demonstrate very high levels of independence from the earliest age. They can competently dress themselves, tidy away toys and undo food packets efficiently. Older children are very well prepared to join school. They practise changing into school uniform and are extremely proficient at writing their own names. Children are extremely confident and lead their own play. They use their imaginations incredibly well and are excited to express their thoughts and ideas. For instance, they talk about what they are going to take with them when going on holiday. Children develop highly effective skills, helping them progress on to the next stage of their learning exceptionally well.

Setting details

Unique reference number	128487
Local authority	Redbridge
Inspection number	10072351
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	45
Number of children on roll	81
Name of registered person	The Drive Playgroup Committee
Registered person unique reference number	RP519320
Date of previous inspection	14 January 2016
Telephone number	020 8518 2481

The Drive Playgroup started in 1974 and registered in 2001. It is situated in the London Borough of Redbridge. The pre-school is open Monday to Friday during term time only, offering morning sessions between 9am and midday, and afternoon sessions between 1pm and 4pm. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs 12 members of staff. All staff, including the manager, are appropriately qualified in childcare from levels 2 to 4.

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