

Inspection of Vernon Pre-School Playgroup

29 Vernon Road, Bow, London E3 5HQ

Inspection date: 17 May 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and secure in this inclusive and welcoming environment. They have built strong relationships with their peers and adults in the setting. This supports emotional well-being effectively. Children smile as they arrive and settle quickly into the routine.

Children are enthusiastic and excited to see what activities they can play with. They have built strong friendships and look forward to playing with one another. They have plenty of opportunities to develop their language and learn new words. They like to sing familiar songs and join in with the actions. Children enjoy looking at books and reading stories. They recall reading the 'Three Little Pigs', they act out the story and build a house for the pigs using wooden blocks and paper. They discuss how tall and wide the house should be, so all the animals can fit in.

Children consistently behave well and have a positive attitude to their learning. There are clear rules, boundaries and routines in place. Staff act as good role models to children. They teach children to learn tasks, such as dressing, going to the toilet and washing and drying hands independently. Children receive positive praise from staff about the good choices they make. Children copy this to support and encourage one another by saying 'good job' and 'well done'.

What does the early years setting do well and what does it need to do better?

- Children learn to keep themselves healthy and safe. Staff teach children how to use cutlery safely when cutting up fruit and explain why it is important to cover our mouths when coughing. Children are able to select toys they want to play with, make choices and are encouraged and supported to tidy up afterwards.
- Children make good progress in their learning and development. Staff know children's needs and interests well. They plan exciting activities based on children's interests and what they need to learn next. The curriculum is well planned and sequenced. Any potential gaps in learning are quickly identified and appropriate support put in place. Children are well prepared for next stages of learning.
- Children are enthusiastic and active learners. They have lots of opportunity to play indoors and outdoors. Children learn about nature through exploring the garden. They use magnifying glasses to look for minibeasts. They find a variety of worms, spiders, bees and snails. They discuss what makes them different such as bees have wings to fly, and spiders have legs to walk. They talk about the food and water they need to grow big. This helps them understand the world around them.
- Children enjoy playing outside and they develop their physical skills by running, jumping, using the slide and balancing on wooden beams and crates safely.

They work together to build an obstacle course, considering where to place crates and beams, and encourage one another to carry on if they fall over. When they complete this they discuss how they can challenge themselves further by adding extra wooden beams.

- Staff provide opportunities for children to strengthen muscles in their hands. They draw shapes in the sand, press buttons and use jugs and cups to pour and fill water. However, there are not enough opportunities to build on this and develop their early writing skills.
- Staff are friendly and caring. They interact warmly during care routines, such as nappy changes and snack time. Children enjoy the healthy snacks, and this is a sociable occasion, when children and staff talk, and staff teach children about healthy eating.
- Managers and leaders support children with special educational needs and or/disabilities and those who speak English as an additional language well. They work effectively with other professionals and use strategies recommended for them to support these children. This ensures that every child makes good progress.
- Parents talk positively about the setting. The manager listens to parents' feedback. For example, parents asked for more information on how to support their children with healthy eating, promoting dental hygiene and toilet training. In response, the manager now provides parents with information and a newsletter to learn about these matters. Parents appreciate the sharing of books and stories and discuss that this has helped support their children in their learning.
- Both manager and staff have worked hard to address the weakness identified at the last inspection. They have attended additional training on planning for children's interests. This has had a positive impact on children's achievements.

Safeguarding

The arrangements for safeguarding are effective.

Daily risk assessments are carried out before the children arrive at the setting and the provision is clean and safe. Staff have a good knowledge of safeguarding and child protection issues. All staff have completed safeguarding training. Staff have a clear understanding of what to do if an allegation was made against them or another member of staff. Important safeguarding information is displayed for all staff to easily access. Staff closely supervise children and provide a secure environment to ensure children remain safe.

What does the setting need to do to improve?

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

- provide more opportunities for all children to develop and practise their early

writing skills.

Setting details

Unique reference number	EY231123
Local authority	Tower Hamlets
Inspection number	10221971
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 at time of inspection	2 to 3
Total number of places	36
Number of children on roll	22
Name of registered person	Vernon Pre-School Playgroup Committee
Registered person unique reference number	RP520670
Telephone number	02089817516
Date of previous inspection	9 December 2021

Information about this early years setting

Vernon Pre-School Playgroup registered in 2002. The setting is situated in Bow, in the London Borough of Tower Hamlets. The pre-school is open from 8.45am to 11.45am and from 12.15pm to 3.15pm, Monday to Friday, during term time only. The pre-school employs two members of staff, both of whom hold appropriate qualifications in early years at level 3. The provider receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector held discussions with leaders, managers and staff throughout the day.
- The inspector observed children at play throughout the nursery, both indoors and outdoors.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first-aid certificates and Disclosure and Barring Service checks.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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