

Inspection of Early Start Playgroup

Windsor House Community Centre, Wenlock Road, London N1 7SY

Inspection date:

16 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children develop strong bonds with their friends and the staff who care for them in this small setting. They confidently access resources and toys independently inside and in the garden. Children enjoy arts and crafts, and staff plan a range of experiences that develop this interest and further their learning. For example, children enjoy an activity to create a card to celebrate someone in their family. While engrossed in their task, children discuss who their cards are for and respond to thoughtful questioning from staff. This helps children to understand their differences and similarities, and celebrate their own individuality.

Overall, children behave well. They speak to staff and each other kindly, take turns and share. Children learn about equality and fairness, and they include their friends in their play. Staff know children very well and this helps them plan effectively to support children's progress. While there are breaches in requirements, the manager has taken steps to ensure there is no significant impact on children's welfare. The manager and staff demonstrate that they have the understanding and capacity to make the improvements required to ensure children's safety and educational requirements are fully met. Children make good progress in their social and practical skills. They develop a strong sense of themselves and they learn the skills they need to move to the next stage, including starting nursery or school.

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

- Children have great ideas, which they enthusiastically share with staff. For example, children suggest a game of 'musical chairs' which staff help to set up. Staff do not shy away from the inevitable result where children get upset at being 'out' of the game. Instead, they teach children the rules of the game, how to participate and to manage their emotions. This helps children to fully enjoy games even when they do not win.
- Parents say that the manager and her team build strong, effective relationships with them. The manager knows where to refer children for additional support and signpost parents to seek further advice if required. However, she has not ensured that the requirement to provide all parents with a written summary of their child's development when they are aged between two and three years is met consistently for all children. This means parents cannot share this information with other professionals to support referrals to additional services.
- Children love music and dance. They ask staff to play music so that they can dress up and dance together. Children come together to hear stories, and enjoy songs and rhymes with their friends. This contributes to a language-rich environment where children hear new words, enjoy rhythm and develop their speaking and listening skills. However, staff do not consistently introduce more mathematical language to boost children's early numeracy.

- The manager and her team are attentive to children's needs and accommodate their requests. For instance, children ask for more paper, help with fastening costumes or support to open items in their lunch box. Children are respectful when they speak to others. However, staff often miss the opportunity to encourage children to use words like 'please' and 'thank you' to help them to become familiar with using polite language.
- The manager works in partnership with parents to ensure that children learn to eat, dress and use the toilet independently. Staff know who can put on and zip their coats by themselves. They encourage children to help their peers learn these skills. This collaborative approach boosts children's self-confidence from a young age.
- The manager checks that children's packed lunches are healthy and nutritious. When children sit at the table, they have everything they need, for example cutlery, to make sure that staff can fully focus on supporting children's conversational skills and positive interactions.
- The manager is aware of her responsibility to ensure at least one member of the team with a current paediatric first-aid (PFA) certificate is on the premises and available when children are present. However, all of the staff team's PFA qualifications have expired. The manager has taken appropriate steps to mitigate the impact of this breach. She and her team have attended an online paediatric first-aid course to ensure that their knowledge is up to date while they wait for an available course. The staff demonstrate that they have a sufficient understanding to keep children safe.
- The manager does not have a named deputy capable of taking charge in her absence. This is a breach of the early years foundation stage requirements and means the setting must close if the manager is unable to come to work. The manager understands that she must ensure a capable and qualified member of the team can take charge should she be unable to attend the setting.

Safeguarding

The arrangements for safeguarding are effective.

The manager carries out regular risk assessments to ensure that the environment is safe and secure for children. The manager and staff have a good understanding of safeguarding, and the signs and symptoms of possible abuse. They know who to contact if they have any concerns about the welfare of a child, or if there are any allegations made against them or a colleague. The manager has not ensured that at least one member of her team holds a valid paediatric first-aid certificate obtained on an in-person training course. However, she has taken steps to mitigate the impact on children and she can demonstrate that she has the understanding required to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure at least one member of staff on the premises holds a current valid paediatric first-aid certificate obtained from an in-person training course	31/07/2022
make sure that there is a named deputy who is capable and qualified to take charge in the manager's absence	31/07/2022
review children's progress when they are aged between two and three years, and share a written summary with parents.	31/07/2022

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

- introduce mathematical language to help children learn to count fluently, and identify shapes and numbers
- prompt children to use polite language to help them learn good manners and further enhance their positive interactions with others.

Setting details

Unique reference number	2523732
Local authority	Hackney
Inspection number	10208182
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	9
Name of registered person	Early Start Playgroup Committee
Registered person unique reference number	RP531586
Telephone number	07930282997
Date of previous inspection	Not applicable

Information about this early years setting

Early Start Playgroup re-registered in 2019. It is situated in Hackney in the London Borough of Hackney. The playgroup is open during term time from 9am to 3pm, Monday to Friday. The provider has a degree in early childhood studies. The playgroup accepts early education funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager discussed the curriculum intent, and the inspector observed its implementation and impact on children's learning during activities indoors and outdoors.
- The manager and the inspector conducted two joint observations and discussed the learning outcomes.
- The inspector discussed leadership and setting management with the manager and sampled relevant documentation, such as evidence of the suitability of staff and qualifications.
- The inspector considered the verbal and written feedback provided by parents on the day of inspection.

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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