

# Inspection of West Green Playgroup

21a Apple Tree Road, London N17 6PJ

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Inspection date: 14 September 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident communicators. They introduce themselves to the inspector and readily talk about what they enjoy at the playgroup. When it is lunchtime, they eagerly show the contents of their lunch box. They demonstrate their understanding of how to keep themselves healthy and tell the inspector why fruit is good for them. Children show great resilience and perseverance. They do not give up when attempting to put on their 'wellies' by themselves or trying to open a lid on a yoghurt pot. Staff clap and cheer to celebrate children's achievements.

The doors to the garden remain open throughout the session. Children benefit from the many opportunities to be independent and make choices about where they wish to play. They access a selection of exciting outdoor equipment where they challenge themselves physically, exploring the different ways their bodies move. Children are skilled in assessing their own risks and enthusiastically swing from the bars or scramble up the 'tyre slope'. They show kindness to each other when they agree to push their friends on the swing. Children are keen to discover what they can do with natural materials. They add leaves and petals to soil and water and excitedly explain that they are making dinner. Children crack open conker shells. They skilfully use tongs to pick up the conkers and place them in a jug. This helps to build the small hand muscles needed to become competent writers.

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

- The small staff team works well together. Staff access professional development opportunities to deepen their knowledge and improve practice. For example, following training, they enhanced the outdoor kitchen with additional resources, such as flour and herbs. As a result, children are more creative and imaginative.
- There is a clear curriculum that details what staff want children to know and be able to do in readiness for their next stage of education. There is a sharp focus on fostering independence and children's communication skills. The staff team meets weekly to share children's progress and plan activities to help close gaps in children's development.
- Staff skilfully challenge stereotypes. They talk to children about different families, to help them understand those that may be different from their own. Children are helped to express and recognise their emotions. Staff sensitively tell them that they can see they are sad and ask how they can help.
- Staff read animatedly and attract children who are otherwise not interested in story time, helping to develop children's love of books. However, staff do not routinely introduce new, more complex words to expand children's vocabulary.
- Mathematics is threaded through the provision. Children compare the sizes of 'wellies' to find a pair that fit. Even the youngest children are beginning to learn about volume and capacity. They recognise how much liquid they need to fill

various-sized containers. For example, they pour their own drinks without overfilling the cups. Children read the numbers on a play dough recipe and count how many scoops of flour they need.

- Children clearly understand the playgroup rules. They say, 'We have to wash our hands,' before lunch and place their cups in the bowl for washing. However, staff do not encourage children to tidy things away when they have finished playing, and minor slip and trip hazards go unnoticed.
- Staff know their key children exceptionally well. They carefully consider how each child prefers to be comforted, if they arrive unsettled. Some children respond to hugs and snuggles, while others prefer to be left alone. This tailored approach ensures that children are reassured and are soon ready to become involved in the available activities.
- The experienced special educational needs coordinator has high expectations for all children. She works closely with other professionals to ensure children's needs are managed consistently. This contributes to all children making progress. Staff use techniques such as simple sign language and words in children's home languages to help all children feel a sense of belonging and being valued.
- Parents praise the playgroup and describe it as 'part of the community'. They comment that their children are more sociable and independent as a result of attending. Despite no longer entering the premises, parents feel well-informed. They access online systems to view photos and information about their children's development. Parents speak to their child's key person on a daily basis and know that staff are always available if needed.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager shows a clear understanding of her responsibility to work with other agencies and share information to protect children. All staff are confident to explain when they would record and report any concerns, including in the event of an allegation against themselves or a colleague. The manager recognises the importance of monitoring registers and accident records to be aware of any patterns that may indicate a child is at risk. The secure premises mean that unauthorised individuals cannot enter the premises unnoticed. This creates a safer environment for children.

## **What does the setting need to do to improve?**

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

- teach new and more complex words and their meanings as part of everyday activities to extend children's vocabulary even further
- identify and rectify any minor hazards swiftly, to keep the environment safe.

## Setting details

<b>Unique reference number</b>	2496781
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10194327
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	West Green Playgroup Committee
<b>Registered person unique reference number</b>	RP517512
<b>Telephone number</b>	020 8885 5445
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

West Green Playgroup registered in 2018. It is located in Tottenham and opens from 9am until 4pm, term time only. It also runs breakfast and teatime sessions before and after these times. The playgroup receives funding for two-, three- and four-year-old children. There are four members of childcare staff. Of these, three are qualified to level 3.

## Information about this inspection

**Inspector**  
Fiona Sapler

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager and observed the interactions between staff and children
- Children told the inspector about their friends and what they like to do when they are at the playgroup.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to several parents and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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