

Inspection of Elgin Estate Playgroup

36a Elgin Avenue, Selbourne House, London W9 3QT

Inspection date: 8 September 2022

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

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly when they enter the setting by staff who are attentive to their needs. Parents speak highly of the setting and the staff, and value the open communication between them. Children gain from this as it makes them feel safe and secure.

The setting focuses on developing positive community links. Children are made to feel part of the Elgin Pre-School 'family'. This gives them a strong sense of belonging, which then makes them more able to learn.

Children's communication and language development is a priority, with books available in every room. Staff read books to children throughout the day, singing songs while doing so as well as talking to them about what they are doing. Staff encourage children to join in with singing even while involved in activities. For instance, when a child was making play dough, they sang a song about mixing up the different ingredients. Children are confident to express their needs and say what they would like to do next or what they need help with. This language-rich environment gives them the vocabulary necessary to progress.

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

- Children benefit from a well-established and confident staff team. Staff take time to get to know their key children and share their children's interests with other staff each morning. This way everyone can support children's development.
- Partnership with parents is a strength at this setting. Parents are delighted with the communication from the setting and appreciate the daily updates about their child. This makes them confident to send their child to the setting.
- The manager prioritises building lasting community links between families and the setting. Consequently, the setting is an integral part of the community and children feel like they belong, which means they are more comfortable and able to learn.
- Staff are well supported by the manager and clearly enjoy the work that they do. They speak of it being a privilege to work there. The children are the focus of this positive learning environment.
- Staff talk to the children about what they are doing, using appropriate language when, for instance, they are exploring the construction tools. Staff name the items children are using, such as 'hammer', 'spanner' and 'nails', and describe what they are doing as they 'bang' and 'push'. This means that children are given the vocabulary they need to aid their understanding further.
- Children are happy within the setting. They spend time focused on activities and show enjoyment in what they are doing, for instance when playing in the home corner.

- Staff are always on hand to model correct behaviour and encourage children to play together appropriately. This helps the children develop positive relationships with others.
- Social media is used productively to keep in touch with parents, and for the parents to also form relationships with other parents. This helped when the setting was closed due to the COVID-19 pandemic, as well as when the children first returned.
- The setting has an open-door policy which makes parents feel welcomed at any time. Parental views are valued and taken into consideration.
- Staff attend regular training courses and then discuss what they have learned with the rest of the staff team. They are always looking for ways to improve the learning experience for the children in their care, but would benefit from a more organised system of staff observations.
- The manager has a good relationship with the local authority so that if she had concerns about a child's development, she would be able to get the appropriate support.
- The manager uses additional funding to make sure that all children can go on trips away from the setting. Parents also usually come on these trips, which helps to build links between the home and setting, and makes the children feel like the setting is part of their family.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident that they would know who to contact if they had concerns about a child, both within the setting and through outside agencies. Staff have all completed safeguarding training online and know the signs to look for if they have concerns about a child. They also all have a recent paediatric first-aid qualification. Staff share information on a child's 'About Me' form, and if a child has an allergy or dietary requirement, these are clearly signposted, along with any medicine that needs to be given. The setting is assessed every day to make sure it is safe for the children to attend.

What does the setting need to do to improve?

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

- strengthen the management systems to monitor staff teaching practice.

Setting details

Unique reference number	2561733
Local authority	Westminster
Inspection number	10221680
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	40
Number of children on roll	15
Name of registered person	Elgin Estate Playgroup Committee
Registered person unique reference number	RP902196
Telephone number	02072865500
Date of previous inspection	Not applicable

Information about this early years setting

Elgin Estate Playgroup first registered in 1992. In 2019 it moved to purpose-built premises in a nearby location in Maida Vale, in the London Borough of Westminster. The setting is a non-profit making organisation with charitable status. It offers free funded places for two-, three- and four-year-olds. The setting opens from 9am to 3.30pm during term time only. Children can attend between the ages of two and four years on a full- or part-time basis. The setting employs seven members of staff, all of whom hold relevant childcare qualifications at level 2 and above.

Information about this inspection

Inspector
Susan Sacks

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The manager and the inspector carried out a joint observation during a creative activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- The inspector viewed enhanced Disclosure and Barring Service Checks for all staff, as well as paediatric first-aid certificates.

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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