

Inspection of Bennett Court Community Playgroup

Bennett Court Social Club, Axminster Road, London, Middlesex N7 6BN

Inspection date: 23 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 settled and very happy at this caring nursery. All children form secure relationships with staff, who truly value and welcome them. They show a strong sense of belonging as they access the generally wide range of learning opportunities. The staff are kind and prioritise all children's individual needs. Children are independent and lead their own play. They have fun as they take part in small-group activities throughout the day. Children excitedly join in with action songs in the music sessions. They gain a wealth of skills from daily routines. For example, younger children are taught by staff how to use forks at lunchtime.

Children learn about the world around them. Those with special educational needs and/or disabilities (SEND) enthusiastically explore the well-resourced outdoor areas. Children learn about the natural world and are able to develop their physical skills in a playground by being able to run, climb and balance. They are confident to take risks and can independently manage their safety. For example, children remind their friends to hold ropes tightly as they climb, so they do not hurt themselves.

Children's behaviour is excellent. The staff consider children's well-being to be essential to their progress. Children show excellent empathy for others as they practise sign language to communicate during some activities. They show great consideration and kindness to their friends as they play together with good purpose. For example, children offer their musical instruments to those that do not have any. They then wait patiently for their turn to select scarves.

Children engage exceptionally well in group times and learn new vocabulary, such as 'freeze', 'jog' and 'bounce'. They listen to stories read by enthusiastic staff. Staff encourage younger children to recall their feelings. For instance, children learn about the return of a parent during the story of 'Owl Babies'.

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

- The manager and staff implement an ambitious curriculum. This focuses on a wide range of children's interests to promote further learning. Staff know the children with SEND exceptionally well. Children learn and achieve well. There is a strong emphasis on communication and ensuring that all children are included, especially those who are learning English as an additional language and those that have delayed speech.
- Children engage with good understanding in most of the number and story activities. Staff share rich vocabulary and use questions to extend children's learning. For example, when learning about bubbles, staff explain that these can fly up. Children are then asked to find out what this means with soapy bubbles.

However, this level of interaction is not consistent across the playgroup.

- Staff have a strong knowledge of how their key children learn and know what their strengths and areas of development are. However, staff do not always take full account of children's individual next steps in their planning in order to help each child consistently achieve the best possible outcomes.
- Children's personal hygiene and healthy eating are securely embedded in practice. Children know when to wash their hands without being prompted and parents send healthy food for their lunch. Staff discuss this with the children as they have lunch together.
- The manager ensures that all staff are highly valued and respected. She recognises the importance of staff well-being and ensures that everyone is offered support. The manager places a high priority on ensuring staff are listened to and their input valued. She ensures there is time built in for all staff to be able to reflect on their practice, in particular for those who are in childcare training.
- The support that children with SEND receive is exceptionally good. Partnerships with professionals and local schools are excellent. They contribute to effective support for children's learning. Additional funding accessed for children is carefully used to implement specific and personalised support. This ensures that children make excellent progress. Staff have recently learned some sign language to support children with speech and language delays. This is having a positive impact on children's communication.
- Transitions for new children are well thought through. Staff make home visits to build positive relationships with parents. This has a positive impact on children settling quickly. This allows staff to move children's learning on from the moment they start playgroup. Staff work closely with the parents of the children with SEND to help ensure each child makes the best possible progress.
- Partnerships with parents are a strength. They share experiences and significant moments daily. Parents report how well informed they are about their children's learning, skills and next steps. Detailed information is regularly shared with parents in newsletters, verbally and online. Parents talk about how staff support them by giving advice when needed. They comment that the playgroup has been extremely beneficial for their children's development.

Safeguarding

The arrangements for safeguarding are effective.

A strong culture of safeguarding exists in this playgroup. Leaders manage recruitment processes well and records are well maintained. Children's safety, welfare and well-being are at the heart of the nursery's work. Staff have regular training and are aware of potential risks in the local community. They are vigilant and know how to report concerns. Leaders act swiftly when vulnerable children require support. They share information with external agencies to make sure that children at risk are protected from harm.

What does the setting need to do to improve?

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

- strengthen adult-led interactions with older children in order to focus teaching more precisely on extending their knowledge and reasoning.

Setting details

Unique reference number	2498477
Local authority	Islington
Inspection number	10191609
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	28
Number of children on roll	13
Name of registered person	Bennett Court Community Playgroup Limited
Registered person unique reference number	2498476
Telephone number	0207 2633288
Date of previous inspection	Not applicable

Information about this early years setting

Bennett Court Community Playgroup registered in 2019. It is situated in Islington. The playgroup opens on weekdays from 9am until 3pm during term time only. It employs five members of staff, with a visiting music teacher. The staff have relevant early years qualifications. The playgroup provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Mrig Divecha-Talker

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children and staff at appropriate times throughout the inspection and took account of their views. The inspector talked to the setting's special educational needs coordinator about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector talked to parents during the inspection, who shared their views about the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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