

Inspection of Armfield Playgroup

U.R. Church Hall, Armfield Road, Enfield, Middlesex EN2 0DL

Inspection date: 12 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the playgroup with big smiles and confidently part from their parents and carers. They head inside, eager to greet their friends and the welcoming staff. Children recognise that staff will support and care for them, therefore they feel safe and secure. They show this as they move confidently around the indoor and outdoor areas and make choices about their play.

Children respond positively to the staff's high expectations. They follow the playgroup's routines, take care of the resources and play nicely together. Children show positive attitudes to learning. For example, they are keen to help water the plants in their garden and curious to find out if they have grown. Children carefully compare their own height against that of their sunflower plants and are amazed to discover that the plants are much taller.

Children acquire a good range of skills and knowledge in readiness for starting school. They learn lots of new words through the interesting topics and activities that staff provide, and they engage confidently in conversations with others. Children develop their independence well and enjoy doing things for themselves. For instance, they wash their hands before snack time and find their own snack boxes and water bottles. They tidy away their belongings afterwards and carefully dispose of any rubbish.

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

- The manager and staff provide a broad curriculum to support children's all-round development. They have identified that some children have had fewer opportunities to interact socially with others, particularly during the COVID-19 pandemic. Therefore, they provide games and activities that encourage cooperative play and promote good social skills.
- Staff are positive role models and foster children's good behaviour effectively. Therefore, children are clear about the boundaries and expectations. They are kind and friendly and speak respectfully to others. Older children show excellent social skills. For example, they politely ask their friends for a turn and willingly share their toys.
- Staff skilfully incorporate opportunities for children to count, calculate and explore shapes and measurements throughout routines and activities. Consequently, children develop a secure understanding of mathematics. They are confident to tackle problems and use mathematical language as they play.
- Staff monitor children's progress closely and identify where they may need additional help with learning. They provide targeted interventions, such as attention-building sessions or visual aids, to help close the gaps in children's learning. Staff work in partnership with parents and other professionals to

support children who have special educational needs and/or disabilities.

Therefore, all children make good progress from their starting points.

- Children thoroughly enjoy their time at the playgroup. They love to be active and show confidence and perseverance as they acquire and practise new skills. Children develop a broad range of small- and large-muscle movements through activities such as climbing, balancing, painting and using play dough. This provides them with a firm foundation for learning to write.
- Staff and children learn about a range of multicultural festivals and events together throughout the year. This helps to promote a shared awareness of diversity. However, staff are not always proactive in finding out about and promoting the cultures and languages of the children who attend the playgroup. Therefore, children miss out on opportunities to explore their similarities and differences.
- Staff urge parents to include healthy options in children's snacks. They speak to children about their favourite fruits and encourage them to taste the tomatoes and strawberries grown in their garden. However, staff could do more to promote children's understanding of healthy lifestyles, such as how food and exercise affect their bodies.
- Staff say that they enjoy working at the playgroup and feel well supported by their colleagues. They complete regular mandatory training to help them keep children safe, as well as additional training to help improve their teaching. For instance, staff describe how they have learnt to deliver 'bucket time' sessions to promote children's attention skills.
- Parents give positive feedback on the playgroup. They describe it as a 'home from home' and say that staff take time to get to know their children well. Parents state that their children are happy and settled at the playgroup and have become more sociable and confident since joining.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff receive regular training to help them maintain a secure understanding of safeguarding. They know about a broad range of issues that may affect the welfare of children and their families. The manager and staff understand how to identify and respond to signs of child abuse and neglect. They know how to report concerns or allegations about adults working with children. Staff use risk assessments and checks of the premises effectively to provide a safe environment. The manager uses robust recruitment and induction procedures to help ensure that staff are suitable for their roles.

What does the setting need to do to improve?

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

- help staff to further extend children's understanding of healthy lifestyles, such as the benefits of healthy eating and the positive effects of exercise
- build further on the opportunities to celebrate children's backgrounds, cultures and languages to help children understand their similarities and differences.

Setting details

Unique reference number	EY288707
Local authority	Enfield
Inspection number	10301117
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 4
Total number of places	26
Number of children on roll	37
Name of registered person	Dimond, Sandra Ann
Registered person unique reference number	RP514399
Telephone number	07709290291
Date of previous inspection	11 January 2018

Information about this early years setting

Armfield Playgroup registered in 2004. The playgroup employs seven members of childcare staff, three of whom hold early years qualifications between levels 3 and 6. The playgroup opens from Monday to Friday, during school term times only. Sessions run from 9.15am to 12.15pm. The setting provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the provider.
- The manager showed the inspector around the nursery premises and discussed the curriculum and how staff organise the provision.
- The inspector observed a range of learning experiences, to evaluate the quality of education and the impact on children's learning. This included a joint observation with the manager.
- The manager met with the inspector to discuss issues such as staff recruitment and training. She ensured that relevant documents were available for the inspector to view.
- The inspector spoke to parents, staff and children during the inspection and considered their views and experiences.

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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