

Evering Road Playgroup

Landfield Community Hall, Stellan Close, Clapton, E5 8QZ



Inspection date

1 March 2018

Previous inspection date

28 April 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Not all staff benefit from regular training and guidance to update their knowledge and practice. Consequently, some staff lack a clear understanding of wider safeguarding issues.
- Staff do not consistently make the most of everyday opportunities to extend children's counting skills or to develop their mathematical language.
- Self-evaluation is not fully effective. The manager does not monitor staff practice fully to help identify and address all gaps in staff knowledge and practice.

It has the following strengths

- Children are well supervised. Staff follow effective procedures to promote children's health and safety.
- Staff provide children with positive praise and encouragement, to promote their emotional well-being and self-esteem.
- Children make good progress in their learning and development. They learn to make independent choices, and decide what activities and toys they want to play with.
- Children play well together, they take turns and share ideas. Overall, children are gaining the necessary skills to help prepare them for the next stage in their learning.

What the setting needs to do to improve further

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

Due Date

- improve opportunities for all staff to access regular training, especially to ensure they keep their knowledge up to date relating to wider safeguarding issues. 21/04/2018

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

- increase opportunities for children to develop their skills in counting and their understanding of mathematical language
- review methods to monitor the quality of the provision accurately to identify and address all areas for improvement effectively.

Inspection activities

- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability and qualifications, and relevant policies and procedures.
- The inspector took account of parental views.
- The inspector observed the quality of teaching and activities.
- The inspector sampled children's assessment and tracking documents.

Inspector

Soni Chana

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff know the action to take if they are concerned about a child's welfare. They know how to identify the main signs and symptoms of abuse, and most staff have a suitable understanding of child protection. However, the manager does not ensure all staff have a consistent and up-to-date knowledge of wider concerns relating to the 'Prevent' duty. Despite this, the manager follows appropriate procedures to ensure staff are suitably qualified and safe to work with children. Staff carry out assessments of the progress individual children make. They share this information with parents and use this to identify children's next development steps. Although the manager has addressed previous recommendations, she does not make effective use of self-evaluation to fully identify and address all concerns that require improvement.

Quality of teaching, learning and assessment is good

Children access a range of resources and use these well as they develop good skills. For example, children use the climbing frame to develop physical skills inside. Staff monitor children's progress. They gather details from parents about their children's interests and progress. This enables staff to plan effectively to extend children's learning experiences. Staff follow the children's interests and extend their play. For example, children create an island for the animals, and staff use effective questioning to promote thinking skills. Staff interact with children to develop their communication skills. For example, staff speak to children at their level, repeat and encourage new words and respond to questions. The language group is part of the focus, to support and encourage communication and language development. Numbers are visible in the learning environment. However, staff miss opportunities to extend children's mathematical understanding further, with particular regard to counting, comparing weight and numbers.

Personal development, behaviour and welfare are good

Children explore their environment with confidence. Staff help children to take turns and to listen to the views of others, such as during group time. Overall, children show that they feel safe and secure in their playgroup. Staff gently reinforce boundaries so that children know what is expected of them. As a result, children play happily and are polite. They cooperate well together. They share and interact with each other during play activities. All children, including those who have special educational needs, are supported. Staff communicate with local schools and agencies, to share information about children's individual needs. Parents are very happy with the playgroup. They like to see the photographs of activities and speak to staff and their children about activities and what they like to do.

Outcomes for children are good

Children enjoy using their imagination. They share ideas and act and model familiar behaviour roles in the kitchen area. Children form marks as they paint, developing early literacy skills. They wash their hands and pour their own food onto plates provided. Children are confident, as they copy and sign, such as when using Makaton. They listen and join in with songs and stories. Children develop skills to support their move to school.

Setting details

Unique reference number	144574
Local authority	Hackney
Inspection number	1089687
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	31
Name of registered person	Evering Road Playgroup Committee
Registered person unique reference number	RP904701
Date of previous inspection	28 April 2015
Telephone number	0208 533 5961

Evering Road Playgroup registered in 1992. It operates from the Clapton area of the London Borough of Hackney. The provider employs 10 staff, of whom, nine hold relevant qualifications at level 3. The playgroup is open each weekday from 9am to midday and from 12.30pm to 3.30pm during term time.

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