

Inspection of Mole on the Hill Playgroup

Stamford Hill Estate Community Centre, 110 Stamford Hill, LONDON N16 6RZ

Inspection date: 23 May 2025

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

Staff have established a good rapport with members of the local area, ensuring a strong community presence. The manager is passionate about helping families of children who are disadvantaged. They receive the necessary support in a timely way. Children who speak English as an additional language are supported well. Staff learn to say basic words in children's home languages. Staff are nurturing and help children to settle in quickly. When children arrive, they smile and cuddle staff. Children look forward to seeing their friends. They are enthusiastic and happy to attend this setting.

The building and premises are secure. Staff are vigilant and are deployed effectively. Children have access to a purposeful curriculum. They learn the essential skills to support their development in all areas of learning. Staff identify when children may be at risk of falling behind in their progress. They liaise with the relevant external services to ensure that children with special educational needs and/or disabilities (SEND) receive targeted support. The environment is organised well. Children are motivated to engage in playful interactions. Staff have high expectations of children's behaviour. They teach children how to be polite. Children learn to say 'please' and 'thank you'. Staff model positive behaviour. Children are well mannered and respectful towards their peers.

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

- Staff meet regularly to plan the curriculum. They have embarked on relevant training, and, as a result, they have a good knowledge and understanding of child development. Staff receive support from leaders and the local authority. They use feedback to improve their practice.
- Staff interact with children through conversations as they play. They use questioning to support children's communication and language skills. Children listen with increasing attention and show an interest in what they are learning. Children are eager to join with singing familiar songs and enthusiastically enjoy repeating the words and actions.
- Although the curriculum intent for communication and language is clear, staff do not always consider their teaching approach in their planning to ensure that the quality of their interactions is consistent across the nursery.
- Staff provide children with a designated space where they can relax. Staff encourage children to sit and read together, and their interactions are warm and caring. Children develop secure attachments to staff.
- Children transition between routines well. Staff promote a positive learning environment where children feel safe. Staff provide children with an abundance of praise throughout the day. Children are proud of their achievements and radiate confidence.

- Children look forward to snack time and learn about good hand hygiene. They enjoy eating together. Children learn vocabulary for different fruit and are eager to share what has been learned with their friends.
- Partnerships with parents are effective. Parents appreciate the help and advice they receive from staff so that they can support their child's learning at home. They say that their children enjoy attending and engage in a range of activities and experiences each day.
- The curriculum for physical development is implemented well. Children are motivated to move in a range of ways. They develop good balance and coordination skills as they manoeuvre and negotiate the roundabout. Children take manageable risks and use equipment safely. They engage in a cooperative way and take turns with each other. Children develop their strength as they climb equipment. They learn to use a range of small tools successfully.
- There is a well-established and experienced team that has strong shared values. Staff work together effectively. The management team has developed a good relationship with its staff, who report that they are well supported.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- refine planning so that the learning intent and delivery are best matched to the age and stage of development of the children.

Setting details

Unique reference number	144626
Local authority	Hackney
Inspection number	10380443
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	16
Number of children on roll	9
Name of registered person	Mole on the Hill Playgroup Committee
Registered person unique reference number	RP907281
Telephone number	020 8806 0215
Date of previous inspection	10 June 2019

Information about this early years setting

Mole on the Hill Playgroup registered in 1991. The playgroup is situated in Stamford Hill in the London Borough of Hackney. The playgroup is open from Monday to Friday, from 8.30am to 2.30pm, for 42 weeks of the year. The playgroup provides funded early education for eligible children. There are four members of childcare staff, three of whom hold appropriate early years qualifications at level 6 and level 3.

Information about this inspection

Inspector
Jane Ihezie

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector and the manager carried out a joint observation of a communication and language activity.

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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