

Gants Hill Playgroup

Gants Hill Methodist Church, Gantshill Crescent, ILFORD, Essex IG2 6TU



Inspection date	9 November 2018
Previous inspection date	5 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
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

The provision is good

- The manager makes good use of the views of staff, parents and children to evaluate and improve all aspects of the playgroup. For example, extensive improvements to the outside areas have ensured richer opportunities for children to develop their physical skills and overall learning. There is a good variety of high-quality and age-appropriate resources that children thoroughly enjoy.
- Partnerships with parents are well developed. Parents speak positively about the care their children receive. Parents and staff share ongoing information regarding children's good progress and ways to continue their learning at home.
- Leaders are ambitious and well qualified. Staff receive good opportunities to meet one-to-one with the manager and they say that they are confident in asking for advice.
- All children have good opportunities to develop their physical skills. For example, children negotiate age-appropriate equipment to swing and climb, and ride wheeled toys with confidence.
- Staff promote children's language and early communication skills in a range of effective ways. For example, children learn songs in different languages and new words and phrases through singing rhymes and stories.

It is not yet outstanding because:

- The current procedures for monitoring staff's practice are not precisely focused enough to support all of them to progress their teaching to a higher level.
- During some whole-group activities and daily routines, some children occasionally wait too long and lose enthusiasm and attention.

What the setting needs to do to improve further

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

- extend the methods used to monitor staff's performance, to focus even more precisely on raising the quality of teaching to the highest possible level
- review activities and routines to minimise waiting times for children, to maximise their engagement and learning.

Inspection activities

- The inspector observed staff's teaching and interactions with children indoors and outside.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the playgroup manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rubina Nijabat

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They understand the local procedures to follow if they have concerns about a child in their care. For example, leaders and staff know how to make referrals to external professionals for further advice when required. The manager implements good recruitment procedures and provides regular supervision meetings that help staff understand their roles. The manager and staff have effective systems to monitor how well individual and different groups of children are progressing in their learning. They identify any areas where children are not achieving as expected. Leaders and staff understand the importance of sharing information about children's progress with parents and other professionals to close gaps in learning and provide good transitions for their next stage of learning.

Quality of teaching, learning and assessment is good

Staff plan an interesting range of challenging activities that supports the different areas of learning. For example, staff teach children to use their senses well to explore a variety of materials, such as leaves, pasta and rice. Staff are effective at supporting children to take part in large-group activities. Children enjoy talking about the days of the week, the weather and their home life experiences during discussions. This helps to build their self-esteem and language development. Staff use small-group times well to help extend children's listening skills and knowledge of initial letter sounds. Staff provide children with good opportunities to use mathematical equipment, which gives them a good understanding of shape and capacity, and recognition and formation of numbers.

Personal development, behaviour and welfare are good

Staff know children extremely well. There is a successful and gradual settling-in process where staff gain plenty of information about children's interests. This helps children to develop quickly a sense of security and belonging at the playgroup. Staff are positive role models and help children learn to be kind and respectful to each other. Children are keen to follow instructions and playgroup rules, and know what is expected of them. Children's behaviour is good. Children are independent and learn about good hygiene practices. For example, they know they must wash their hands before snack and they make choices from the healthy snack menu. Staff provide positive messages to children and talk to them about healthy eating, for example, during role play, pretend cooking activities and snack times.

Outcomes for children are good

All children have very good opportunities to explore their environment and experiment with resources and materials. For example, younger children hold simple tools well, with some using a pincer grasp to create patterns in rice. Children's literacy development is good. They enjoy books as they share stories with adults or look at books independently. Many children are able to recognise their names in print and are developing the confidence to write their names. All children make good progress and are well prepared with the skills they need for starting school.

Setting details

Unique reference number	EY410036
Local authority	Redbridge
Inspection number	10065572
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	29
Number of children on roll	51
Name of registered person	Icel, Sukriye Nihan
Registered person unique reference number	RP515683
Date of previous inspection	5 November 2015
Telephone number	07518112275

Gants Hill Playgroup registered in 2010 and is operated by a private individual. The playgroup is situated in Gants Hill within the London Borough of Redbridge. The playgroup has the sole use of a hall and an outdoor play area during hours of operation. The setting is open Monday to Friday from 9am to 3pm, during term time only. It offers part-time sessions from 9am until midday and from midday until 3pm. The playgroup is in receipt of funding to provide free early education for two-, three- and four-year-old children. The provider employs six members of staff, including the manager. All staff hold appropriate early years qualifications, including two who hold qualifications at level 4.

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