

# Wapping Playgroup

Wapping Youth Club, Tench Street, London, E1W 2QD



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 12 January 2016 |
| Previous inspection date | 9 March 2011    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the 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

### This provision is good

- The suitably qualified and experienced manager is committed to providing high quality care and education for children. She uses effective self-evaluation methods, for example, seeking the views of parents through questionnaires, to identify areas for further improvement.
- Staff gather information from parents about their children before they start. They assess children's learning and use this information to plan challenging activities. Children show they are motivated to learn and make good progress.
- Staff are kind and caring. Children form strong emotional attachments with them and approach them for support, which helps children to feel safe and secure.
- Staff warmly welcome parents and share ideas with them to extend their children's learning at home. Parents praise staff and report that their children are happy at the playgroup. They are positive about the care and education that their children receive.
- Staff support children to respect the culture of others, for example, by teaching them about different festivals and sharing food from other countries.

### It is not yet outstanding because:

- Staff do not always make the most of daily opportunities to extend children's independence skills, for example, during mealtimes and care routines.
- Occasionally, staff do not always consider ways to communicate with all children so that they clearly understand expectations, for example, those learning English as an additional language.

## What the setting needs to do to improve further

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

- increase opportunities for children to strengthen their independence skills during everyday routines and activities
- broaden further the range of communication methods, particularly to reflect individual learning needs.

### Inspection activities

- The inspector observed activities in the playroom and accompanied staff and children to a local outside area.
- The inspector looked at a selection of children's records, planning documents, the setting's policies and procedures, as well as evidence of the qualifications and suitability of all staff.
- The inspector conducted a joint observation with the manager.
- The inspector had discussions with the manager and staff at suitable times during the inspection.
- The inspector spoke with parents and considered their views.

### Inspector

Vanessa Linehan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand their role in keeping children safe. Staff know how to identify children who may be at risk of harm, including the procedures to follow if they have any concerns about their welfare. The manager ensures the suitability of all staff prior to working with children. Staff regularly develop their skills and knowledge through ongoing training. The manager works closely with advisers from the local authority and is open to new ways of working to improve outcomes for children. Members of the management committee are fully involved in the running of the playgroup and recognise their responsibilities, offering ongoing support to the staff team.

### Quality of teaching, learning and assessment is good

Staff understand how young children learn, and provide interesting activities and resources that support children's learning and development. They spend time joining in with children's activities, while encouraging them to explore their own ideas, such as through using skilful questioning techniques. For example, staff help children to set up a play hospital and encourage them to 'diagnose' illnesses and to use their early writing skills to create prescriptions for medicines. Children confidently choose their own toys and play preferences, which enable them to pursue their own interests and make good progress.

### Personal development, behaviour and welfare are good

Staff work well together and they set a good example for children to follow. Staff set clear boundaries about ways to behave and encourage children to play together cooperatively. For example, they use a timer so children learn to take turns and share toys with their friends. Staff praise children's achievements, which helps to promote their self-esteem. Staff teach children about risks, including ways to keep safe. For example, they discuss the importance of staying away from traffic when they use their scooters en route to the playgroup. Staff provide healthy snacks, and talk to children about different ways to exercise their bodies and why this is important. Children enjoy playing in the fresh air and going on local outings, such as to the park. Children develop their physical skills, for instance, as they take it in turns to kick a ball at a goal.

### Outcomes for children are good

Staff quickly identify and address any gaps in children's learning to ensure that children are able to move to the next stage in their learning. Staff seek support from other professionals, when necessary, to ensure that all children make good progress relative to their starting points. Staff ensure children have the necessary skills for their eventual move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 119632  |
| <b>Local authority</b>             | Tower Hamlets   |
| <b>Inspection number</b>           | 840269  |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 8   |
| <b>Total number of places</b>      | 24  |
| <b>Number of children on roll</b>  | 15  |
| <b>Name of provider</b>            | Wapping Playgroup Committee   |
| <b>Date of previous inspection</b> | 9 March 2011  |
| <b>Telephone number</b>            | 020 7481 2023   |

Wapping Playgroup registered in 1980. The setting is located in Wapping, in the London Borough of Tower Hamlets. The setting is open from Monday to Thursday, from 8.45am to 11.45am and 12.30pm to 3.30pm, during term time. The provider employs three members of staff, all of whom hold appropriate childcare qualifications, including the manager who holds a relevant qualification at level 3. The provider receives funding for the provision of free early education for children aged two, three and four years.

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