

Barbican Playgroup

Level 01 and 02, Andrewes House, Barbican, London, EC2Y 8AX



Inspection date

23 September 2015

Previous inspection date

10 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff build positive relationships with parents and get to know children well. This helps children to feel secure and confident in their environment so they are ready to learn.
- The manager uses effective systems to evaluate the quality of the nursery and identifies strengths and weaknesses. She gains the views of parents, children and staff to put plans in place to make improvements that successfully promote better outcomes for children.
- Children behave extremely well. They learn to communicate effectively with each other to share ideas about their play. This helps them get on together well.
- Staff are secure in their knowledge of how to promote the learning and development of each child. They provide challenging activities that help children to progress well in their learning.

It is not yet outstanding because:

- All children enjoy exploring the environment and have good opportunities to become independent learners. However, sometimes children do not have enough time to find out how to do things for themselves to enhance their problem-solving skills.
- There is a range of equipment to help children learn about technology, such as computers, remote control cars and cameras. However, these are not generally available for children to explore independently to enhance their learning.

What the setting needs to do to improve further

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

- strengthen the support for children to learn through discovery and problem solving
- extend the opportunities for children to use equipment to help them learn about technology.

Inspection activities

- The inspector observed staff and children's interactions during play activities, inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents to seek their views.
- The inspector held discussions with the manager, staff and children.
- The inspector sampled several policies and children's development records.

Inspector

Natasha Blackwell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have good knowledge of safeguarding procedures, which they implement well to keep children safe. They know how to refer any concerns about a child's welfare. The manager regularly offers staff guidance and support through their initial induction and ongoing supervision. Staff continually enhance their skills through training, for example, improvements to planning and assessment systems enable staff to identify children's next steps for learning more effectively. This improves teaching practices to ensure good outcomes for children. The manager oversees children's progress and welfare needs effectively. Using tracking systems she identifies children's levels of ability to enable staff to plan precisely for their individual needs.

Quality of teaching, learning and assessment is good

Staff provide stimulating and interesting activities to motivate children to learn. For example, children are excited to look at dinosaur books and learn about the differences between herbivores and carnivores. This enables them to use books to gain different types of information. Staff use their observations and information gained from parents well to plan for children's individual interests. They set up the environment effectively to enable children to make choices about their play, although opportunities to independently explore technology are limited. Overall, this approach helps children to be independent and choose activities and resources that interest them, so they enjoy their play. For example, children pretend to be chefs in the home corner using play dough as food to serve to their friends. Staff work extremely closely with the parents, which provides continuity of learning between home and playgroup. For example, parents are invited to stay and play.

Personal development, behaviour and welfare are good

The children have very positive relationships with staff and each other. They behave well and get along. For example, children work together to build train tracks passing the pieces to each other and deciding which direction to go. Children respect their environment and each other as they help to tidy up and offer tissues to their friends when they have spilled their water. Children settle quickly and are confident within their new environment as they make independent choices about their play. They also take care of their personal hygiene routines, such as using the toilet and hand washing. Children are confident communicators, which further helps them prepare for their move to school.

Outcomes for children are good

All children make good progress. They show that they are confident and independent learners. For example, children learn early mathematical language, including 'top', 'bottom' 'left' and 'right'. Older children start to write and make links to sounds that letters make. Staff support children well to gain the skills they need to start school.

Setting details

Unique reference number	122756
Local authority	City of London
Inspection number	840435
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	11
Name of provider	Barbican Playgroup & Mothers & Toddlers Group Committee
Date of previous inspection	10 November 2011
Telephone number	020 76382718

Barbican Playgroup registered in 1975. It is situated within the Barbican Estate, in the City of London. The playgroup operates Monday to Friday, from 9.30am to 1pm, term time only. The playgroup is in receipt of funding to provide free early education for children aged three and four years. The playgroup employs two members of staff, including the manager, both of whom hold relevant early years qualifications at level 3.

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