

Quaggy @ Invicta Blackheath



Invicta Primary School, Invicta Road, London SE3 7HE

Inspection date	4 June 2019
Previous inspection date	22 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- Leaders and staff are warm, friendly and passionate about wanting the best for children. The environment is bright and inviting. Children are safe, happy and confident at the setting.
- The management team reflects on the provision and has substantially improved systems for monitoring children's achievements and progress since the last inspection. Parents appreciate the different ways information is shared with them about their children's progress. Parents also value the ideas provided by staff to use at home to support their children's learning.
- Parents are very complimentary about the setting. They emphasise how flexible the setting is in meeting the needs of families. All parents identify ways the setting is helping their children progress, especially in their independence, self-awareness and confidence.
- Staff provide high-quality support for children with special educational needs and/or disabilities (SEND). They are confident to seek guidance from other professionals within their organisation if a child requires additional support. Staff also have excellent partnerships with local services that support children with SEND.
- Transitions are managed effectively throughout the setting so that children are well prepared to start nursery. For example, the setting shares outdoor space with the nursery that most children move on to. This assists children's readiness for their next stage of learning.
- Staff use effective teaching strategies to promote children's learning. However, opportunities are sometimes missed because staff do not consistently tailor learning experiences to meet children's individual needs.

What the setting needs to do to improve further

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

- strengthen approaches to enhancing teaching practice to ensure that planned activities support children's individual learning needs.

Inspection activities

- The inspector observed staff interactions with children during activities indoors and outdoors.
- The inspector completed a joint observation with the early years lead.
- The inspector met with the provider and the management team.
- The inspector spoke with staff, children and parents. He read written feedback from parents and took this into account.
- The inspector sampled the provider's documentation and children's records.

Inspector

George Selvanera

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff maintain a safe environment for children and form highly trusting relationships with parents. Staff are well equipped to respond to concerns about child welfare and protection, with good knowledge of policies and processes for keeping children safe. Parents speak highly of the staff and the care children receive. The setting places a high importance on staff well-being and development. For instance, recent training includes building staff skills and knowledge in using musical activities and enhancing gender awareness, such as challenging stereotypes, within the early years. Staff have also learned about effective approaches to mental health and well-being.

Quality of teaching, learning and assessment is good

Staff work well with parents to learn about their child when they begin at the setting. Staff use this information and their own observations well to plan for the needs of children. They use effective teaching approaches to guide children's learning. For example, they model how to do things so that children gain independence. As a result, children are willing to try things for themselves. For example, children 'repair' a bookcase with toy hammers and screws and enjoy constructing and deconstructing items using blocks. Staff promote mathematical skills, looking for reasons to count for instance. This includes young children learning to count down to one before they jump off a platform and the inclusion of counting in music activities. Staff expertly extend children's communication and language by commenting on their play and encouraging them to explore ideas, such as asking them to describe what they are making in the mud kitchen.

Personal development, behaviour and welfare are good

Staff are flexible and respond well to the needs of children and their parents. All children have good relationships with all staff and their key person. As a result, children behave well and cooperate with the routines of the setting. Staff implement and use the provider's risk assessments, policies and procedures to support children's health, safety and well-being effectively. Children enjoy fresh air and exercise in a secure, well-resourced and inviting outdoor play area. Children are gaining knowledge about healthy lifestyles and the environment. For example, they plant seeds that are starting to grow, and are taken out on regular outings within the local community. They eat healthy foods at a table and know to wash their hands at appropriate times of the day.

Outcomes for children are good

All children make good progress from their starting points, including children with SEND. Children show good physical skills and coordination as they explore the outdoor equipment. For example, negotiating their way across rubber tyre obstacles. All children show a willingness to take part in activities. Children play imaginatively. For example, they enjoy pretending to be asleep and making and presenting items to adults, revelling in praise for a job well done. All children develop confidence in their own abilities.

Setting details

Unique reference number	EY537735
Local authority	Greenwich
Inspection number	10086489
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 3
Total number of places	12
Number of children on roll	7
Name of registered person	Quaggy Development Trust
Registered person unique reference number	RP909078
Date of previous inspection	22 November 2018
Telephone number	020 8692 9157

Quaggy @ Invicta Blackheath registered in 2016 and is located in the London Borough of Greenwich. It operates from 8am to 1pm on Tuesdays, Wednesdays and Thursdays during term time. There are five members of staff, including two senior early years leads. Four staff hold qualifications at level 3, and one holds level 2. The setting receives funding for the provision of free early education for children aged two and three years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

