



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127042

DfES Number:

INSPECTION DETAILS

Inspection Date 20/05/2003
Inspector Name Susan Jennifer Scott

SETTING DETAILS

Setting Name Brent Playgroup
Setting Address Brent Methodist Church
Dartford
Kent
DA1 1XF

REGISTERED PROVIDER DETAILS

Name Mrs Jean Chalkley

ORGANISATION DETAILS

Name
Address

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Brent Playgroup runs within the premises of The Brent Methodist Church, situated on the East side of Dartford. Mrs Chalkley is the current registered owner and has been the supervisor for seventeen years. The group operates from 9.15 a.m. until 11.45 a.m., Monday to Friday, term time only. The group is currently registered to accommodate 35 children aged between two and a half to five years. Two rooms are available to the group at each session: a large room is used for whole group activities and a smaller room is used for rising fives and small group work or story time. Nine staff members are currently on role. Four staff members are training to NVQ level III and three to level II. All staff undertake training on a regular basis. Six members of staff hold current First Aid Certificates. Government funding is accepted for three and four year olds. A small, securely fenced play area is available to the rear of the building and is used for supervised activities and a larger gated area at the front of the building is also used.

How good is the Day Care?

Brent Playgroup provides satisfactory care for children. Regular staff meetings ensure that staff team work well together. They are fully involved in planning a good variety of activities for the children. The staff are particularly skilful in managing children's behaviour and meeting their individual needs, they provide a varied range of activities to enable them to develop. However, the programme needs to encourage children to experience more independence in the daily programme. There is very good support for children with additional or special needs. Staff give priority to ensuring children are safe and equipment is checked regularly. All staff are aware of the written procedures and policies and carry these out as part of their responsibilities. The relationships between parents and staff is very good; the playgroup work closely with families and other agencies in the community to ensure that all families receive a good service. Parents can access a variety of useful information provided by the playgroup and they can consult their children's records during the sessions.

What has improved since the last inspection?

Four staff members are completing NVQs in childcare and education at level three and three staff are completing level two.

What is being done well?

There is a good emphasis on equality and staff provide good support and resources to enable all children to feel valued and take an active part in all activities. There is excellent support for children with additional or special needs, staff work supportively with parents and have good contact with other professional agencies in the community. Staff manage children's behaviour well, they have high expectations and are fair and consistent in the way they deal with children. Very good information is provided for parents; staff work closely with them to deliver good individual care for each child.

What needs to be improved?

the organisation of food and drink so that children can experience more independence; the planning for children with additional or special needs, so that all staff are informed about the Special Educational Needs Code of Practice 2002; the information provided for users on the complaints policy so that they may inform OFSTED of any concerns quickly; procedures to ensure information on children is regularly checked and up dated if necessary;

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
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The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
8	provide some choices and independence for children in the way that drinks and snacks are offered
10	devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint and wish to contact

	OFSTED directly
13	ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures
14	ensure that all information held on children's records is up dated regularly

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children are making generally good progress towards the early learning goals in the areas of personal, social and emotional development, knowledge and understanding of the world and mathematical development. Children are making progress in the remaining three areas although there are some weaknesses in the way in which these are delivered or organised. Children enjoy learning, they use the resources well and participate in the activities with enthusiasm and imagination. The quality of teaching is generally good; activities are well planned and managed for the three year olds but sometimes lack stimulation for the four year olds and more able children. Staff are very patient and supportive, encouraging children to participate and make choices. Staff have a very good understanding of individual children and treat them with respect and consideration. The activities enable children to make progress and clearly relate to the early learning goals, developing their understanding in these areas. The planning and assessments are effective although the activities do not always provide sufficient challenge or independence for the most able children. Assessment of children is regularly done by the key workers. Leadership and management is generally good, with particular strengths in the way in which staff use their knowledge, skills and training to provide a variety of expertise and support for the children. The group intend to develop the ways in which they plan and assess play and learning to complete individual education plans. Partnership with parents is exemplary: parents expressed their satisfaction with the service they receive and the progress children make in the group. Staff assess and observe children's development and provide frequent verbal feedback, as well as a variety of useful information and support for parents. The staff work with several of organisations supporting families and children in the community.

What is being done well?

Children's personal, social and emotional development is excellent. They are confident, well behaved and able to negotiate and express themselves with confidence. Staff have a very good understanding of the individual needs of children and provide a good level of support to all children but particularly those with additional needs, which enables them to participate with confidence. Staff use their knowledge and skills well, offering a wide variety of information and support to parents, and working in co-operation with a variety of organisations in the community.

What needs to be improved?

Opportunities offered to more able children so that they can explore, investigate and experience independent learning; Opportunities offered to children so that they can experience a variety of play using large apparatus and develop their physical skills; Children's experience of written language, so that they can explore and develop their

writing skills through a variety of activities.

What has improved since the last inspection?

The pre school have generally made good progress since the last inspection. Planning now relates to all areas of the curriculum and activities are planned and evaluated to ensure children have appropriate opportunities to progress. Parents are now provided with concise information about the educational programme of the setting and are able to provide reinforcement for children's learning. Children's progress is assessed and recorded by staff, there is a system to ensure assessments for each child are done regularly.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children's personal social and emotional development is very good: they are confident and successful learners and able to negotiate, listen and converse with each other well. They have good opportunities to develop confidence and self esteem. Behaviour is very good, children cooperate with each other and learn from the positive examples set by staff. Children show consideration and respect to each other and the staff who encourage them with patience and sensitivity.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Significant Weaknesses
Children make acceptable progress in this area, they have good opportunities to develop understanding and skills in listening and speaking; however, there is sometimes a reliance on formal methods to teach early reading and writing skills. Children do not have sufficient encouragement to use books independently, or to explore and investigate written language. Staff read stories which are relevant to children's experiences and promote the use of language effectively through everyday activities.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in mathematical development. They are given a variety of opportunities to experience numbers, shapes and patterns through everyday activities. Activities incorporate mathematical concepts such as patterns and comparing sizes but sometimes do not offer enough challenges to the most able children. Staff use games and activities to ensure children enjoy number work and are able to solve problems.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children are making generally good progress in the area of knowledge and understanding of the world. Conversations with staff during activities encourage children to understand how things grow, about food and meals. A variety of multi cultural resources and activities provide all children with confidence and encourage them to learn about the world. They are able to experience a variety of construction and technological activities but there is not always sufficient opportunity to explore.	

PHYSICAL DEVELOPMENT	
Judgement:	Significant Weaknesses
Children are making acceptable progress in the area of physical development; a range of large indoor equipment for play is available on a rota. There is good use of the limited play space outside, but not for energetic physical play. Children need to be provided with further opportunities to develop their physical skills by using a variety of large apparatus. A good variety of construction play enables them to	

develop their fine motor skills.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children make acceptable progress in this area. A variety of materials and activities offer opportunities to explore and extend their understanding. Cookery, music, art, crafts, and dough play provide children with opportunities to use their imagination and build on their knowledge. However, opportunities for imaginative play could be developed with the provision of more "props" near the home corner and a greater range of paint and collage materials.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

develop children's literacy skills by providing a variety of activities to encourage them to write independently; develop challenges in the activities provided for more able children by providing opportunities for independent exploration and investigation; increase children's opportunities to develop physical skills by using a variety of large apparatus.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14: DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.