

Brent Playgroup

Brent Methodist Church, St. Vincents Road, Dartford, Kent, DA1 1XF

Inspection date	12/12/2014
Previous inspection date	10/12/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good knowledge and understanding of the Early Years Foundation Stage. Children are provided with a varied range of adult-led and child-initiated activities. This means they make good progress in their learning and development.
- Children are happy, confident and settle easily, because of the secure relationships they develop with staff.
- Staff have effective partnerships with parents which enables them to meet the children's individual needs.
- Staff have a good understanding about their role and responsibility for safeguarding and protecting children. Therefore, children are kept safe from any potential harm.

It is not yet outstanding because

- Staff do not always provide children with a selection of fruit at snack time to enable them to gain a greater understanding of making healthy choices.
- Opportunities for children to develop their early writing skills are not fully maximised, for example, writing for a purpose in the role play area.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children at play, and the staff interactions with children.
- The inspector sampled documents including policies, children's development records and staff suitability checks.
- The inspector and provider conducted a joint observation.
- The inspector reviewed the provider's self-evaluation processes.

Inspector

Nicola Jones

Full report

Information about the setting

Brent Playgroup was registered with Ofsted in 2001 on the Early Years Register. The playgroup operates from church premises in Dartford, Kent. It is privately owned. The group operates from 9.15 am until 12.15pm Monday to Friday, term time only. There are currently 29 children on roll in the early year's age group. The playgroup supports children with special educational needs and/or disabilities. There are twelve staff, ten of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- increase the opportunity for children to develop their literacy skills, by providing a range of opportunities for them to practise early writing skills for example, during role play activities
- provide children with more choice at snack time, to enable them to make healthy choices while developing their understanding of healthy lifestyles.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how children learn and develop. As a result, children make good progress in their learning because the quality of teaching is good. Staff effectively provide a wide range of activities across three rooms to promote children's learning. Staff know their key children well. As a result, they build on the next steps in children's learning through planned, purposeful play opportunities. Staff meet with parents when children first start to identify their individual care and learning needs. This information helps staff to plan appropriate activities, and support children's smooth start at the playgroup. Staff carry out regular observations and assessments to identify children's next steps in learning. They continue to monitor children's progress from their initial starting points to ensure children are making good progress. In addition, staff complete a progress check for children between the age of two and three years. This is shared with the parents.

Children take part in a good range of activities throughout the session. For example, children develop their early literacy skills as they learn about a letter a week, and explore and recognise written words. Children self-register their names as they arrive at the playgroup. Children have lots of opportunity to look at books independently, and with a member of staff. They demonstrate confidence as they join in with familiar phrases in the

story. Staff skilfully ask further questions to encourage children to think and predict the ending of the story. As a result, children's early reading skills are well promoted to support their next stage of learning. However, children do not always have free access to writing materials during their play, for example, writing for a purpose during role play activities.

Children are encouraged to freely explore the environment. Children confidently access activities and resources of interest to them. Staff provide further challenging experiences through planned opportunities, such as, physical games and making Christmas calendars.

Children learn mathematical concepts as staff talk about different sizes and colours as they build bridges with construction blocks. Staff extend children's learning further by introducing positional language such as over and under. Consequently, children are developing good mathematical skills in preparation for their move onto school.

The contribution of the early years provision to the well-being of children

Staff provide a calm and stimulating environment for children. This enables children to feel safe and secure. An effective key person system supports children's ongoing learning needs. The key person works with a key person. Both know the children well, and share the care of their key children. This supports children consistently. Children settle easily on arrival as staff welcome them in with their parents. Parents are welcome to stay to settle their children, and there is an opportunity for parents and staff to exchange information. This means staff obtain ongoing information regarding children's individual needs, in addition to the initial information shared by parents when children first start.

Children form secure attachments with staff. They form friendships with other children and play cooperatively together. Children's behaviour is good. They understand the routines of the day, and expectations for behaviour, because staff are positive role models. Children develop a good level of confidence as they choose their own play, and ask staff questions to explore their interests. Children receive positive praise and encouragement in their achievements, which supports their self-esteem. Staff develop children's understanding of safety by implementing consistent boundaries. Furthermore, children participate in regular fire evacuation procedures. As a result, children learn to keep themselves safe.

Children develop good personal self-care skills, such as washing their hands after using the toilet and before eating. Children enjoy a sociable snack time. They talk with other children and staff about their personal experiences, likes and dislikes. However, children are not always provided with a good selection of healthy snacks to enable them to learn about making healthy choices.

The effectiveness of the leadership and management of the early years provision

The management and staff have a good understanding of the Early Years Foundation Stage safeguarding and welfare requirements. The provider takes lead responsibility for

child protection, and has attended training to support her in this role. Staff understand the playgroup's safeguarding policy, and have received recent child protection training. As a result, staff are clear about procedures they must follow if they have any concerns about the welfare of a child in their care. The management team implements rigorous recruitment and vetting procedures to ensure all staff are suitable to work with children.

The management team has a good understanding of the responsibility to promote children's learning and development. Staff track children's progress, which means they can quickly identify any gaps in children's learning. The management supports staff well through regular supervision and appraisal meetings. They identify relevant training opportunities; ensuring staff are continually improving their professional skills and practice.

Children are well prepared for their move onto school and future learning. The provider works closely with the local schools to plan visits, which enable children to move confidently onto school. Staff work closely with other professionals and external agencies when necessary. This ensures that children receive support and intervention in their learning and development. Therefore, staff identify and address any developmental gaps promptly. Parents provided positive feedback through written questionnaires. They say their children are happy and thoroughly enjoy their time at the playgroup.

The management and staff work well together to evaluate the strengths and areas for development at the playgroup. The provider works closely with parents, and gathers their views through questionnaires and regular verbal feedback. In addition, children's views are highly valued through the playgroup's self-evaluation process. Staff and management plan ongoing improvements to support children's learning and development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	127042
Local authority	Kent
Inspection number	836197
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	29
Name of provider	Jean Chalkley
Date of previous inspection	10/12/2009
Telephone number	01322 279300

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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