

Bellegrove Playgroup

Inspection report for early years provision

Unique reference number	EY372988
Inspection date	08/10/2008
Inspector	Christine Lynne Hodge / Debra Davey

Setting address	Methodist Church, Bellegrove Road, Welling, Kent, DA16 3RA
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bellegrave Pre-school has been operating since 1960. It is privately owned and managed by the new play leader who took over the group in July 2008. The pre school operates from the smaller of two halls in the Methodist Church in Welling, Kent. There is a fully enclosed outside play area. The provision is registered on the Early Years Register and Compulsory and Voluntary parts of the Childcare Register

The group is registered to care for a maximum of 20 children aged two to under five years at any one time. The pre-school is open each weekday from 09.00 to 12.00 for 38 weeks of the year. There are currently 39 children on roll. Children attend from the local community and wider catchment area. The pre-school supports children who speak English as an additional language and children with learning difficulties and disabilities.

A team of four staff work with the children all of whom hold an early years qualification.

Overall effectiveness of the early years provision

The pre-school does not effectively promote children's learning and development. The lack of planning, observation and assessment means that children's individual needs are not addressed and there is no system in place to plan for children's next steps in their learning. Although relationships with parents are friendly, staff do not work closely with parents to involve them in their children's learning. The new play leader has identified several key weaknesses and areas for development but plans are not sufficiently reflecting in practice. The pre-school promotes children's welfare, ensuring they are safe and secure.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- put into place an effective system for planning which involves parents and takes into account children's starting points, interests, abilities and individual needs (the educational programmes) 31/03/2009
- provide children with an appropriate range of resources and experiences which help to promote the six areas of learning (the early learning goals) 31/03/2009
- devise an effective system for observation and assessment which is used to plan for children's individual needs and to move children on to the next stage in their learning (the assessment arrangements) 31/03/2009

The leadership and management of the early years provision

Although the pre-school environment is set out into some of the areas of learning, the lack of planned and purposeful play activities, together with the poor presentation of resources limits children's choices and does not meet the needs of all the children attending. This clearly impacts on children's learning. Although an open door policy is in operation, partnerships with parents are not fully established as opportunities for parents to contribute to their children's learning are limited, information gathered from parents on their children is very basic and there is no system in place for keeping parents fully informed about their children's progress and development.

The provider, who has only recently taken over the group, is committed to improving practice and has identified several areas for improvement. Consequently, she has drawn up an action plan and has arranged for staff to attend training on planning, observation and assessment as well as safeguarding and food hygiene. She has ordered a range of new resources and equipment. Effective safeguarding policies ensure children are well protected. For example, procedures are in place to update Criminal Records Bureau (CRB) checks and staff demonstrate a sound knowledge of child protection.

The quality and standards of the early years provision

Children are not provided with sufficient opportunities to help them make progress across all areas of learning and development. Planning is ineffective and does not take into account children's starting points of learning, their interests, likes and individual needs. There is no system in place for recording child observations and for identifying the next steps for learning.

Resources and activities are limited and unchallenging. Play often lacks purpose and children have few opportunities to make choices and to develop their independence and self help skills. For example, resources are not labelled either pictorially or in print. This means that children are not able to experience a sense of belonging when selecting or putting away resources. At snack time children are not encouraged to pour out their own drinks or help to prepare snacks.

There are few opportunities for children to promote their creativity, to develop skills in problem solving, reasoning and numeracy and to develop their understanding about the wider world. The writing area is under resourced and adults do not encourage children to write their own names on their work or to use phonics for linking sounds to letters. The poorly resourced book area is rarely visited by children during the session. However, children enjoy large group story time and song time which they enthusiastically take part in. Staff are kind and caring, sit with children at activities and talk to them. Children with English as an additional language are encouraged to join in activities but there are no opportunities for them to develop and use their home language in their play and learning. Although outdoor play is not

planned into the curriculum children spend some time during the session outside in the garden, where they enjoy running around and playing games, looking for insects and collecting leaves.

Children are happy and well behaved in the setting because adults act as good role models and take time to explain to children about unwanted behaviour while providing lots of praise and encouragement for positive behaviour. Children are forming positive relationships with adults and their peers.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Inadequate
How well does the provision promote inclusive practice?	Inadequate
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Inadequate
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Inadequate
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Inadequate
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Inadequate
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Inadequate

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.