

Brent Playgroup

Inspection report for early years provision

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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*.

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Description of the setting

Brent Playgroup was registered with Ofsted in 2001. Registration is for the Early Years Register. Registration is for 35 children in the early years age range. There are currently 33 children on roll.

The playgroup operates from church premises in Dartford, Kent. It is privately owned. The group operates from 9.15 am until 11.45 am Monday to Friday, term time only.

Two rooms are available to the group at each session and there are two areas for supervised outside play. There are eleven staff members all of whom undertake training on a regular basis; six have achieved NVQ 2 and a further two, NVQ 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Brent Playgroup is effective in its self-evaluation processes with a positive team spirit that drives continuous improvement in the outcomes for children. The four Early Years Foundation Stage principles are at the centre of a flexible and open management structure which results in boys and girls achieving at their own pace. Comprehensive systems build and track children's progress towards the early learning goals. Children are respected and valued as individuals. Caring and committed relationships develop between adults and children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider ways to sustain children's attentive listening during focused, adult-led activities enabling them to respond and share their thoughts and ideas, so that they develop the confidence and disposition to do so
- consider methods to prevent the spread of infection at every point where handwashing takes place.

The effectiveness of leadership and management of the early years provision

Clear and accurate records are maintained for safeguarding purposes. Child protection processes are understood. Staff know what to record and who to report to, should they have any concerns for children in their care. Training has been attended by all members of staff and procedures reflect current Local Safeguarding Children Board practice. Risk assessments are in place covering the areas of the premises used by children. Welfare requirements are incomplete; the use of paper towels to dry hands is not consistently applied so infection may be transmitted. An emergency exit procedure is displayed and practised regularly so that all children

are aware of what to do in an emergency.

Experienced members of the staff team work closely with those more recently employed to ensure induction procedures are understood and implemented. The aims and priorities of the provision are supported by creative and professional staff who recognise the importance of reflective practice and focused planning. Resources are well organised with a high ratio of adults to children which provides for the rapid development of close relationships within a motivating learning environment. Ongoing training and weekly team meetings are used to build new methods of working to effectively meet children's learning and development needs. The open self-evaluation process encourages staff, parents and children to comment on activities. Suggestions arising from questionnaires are considered and taken up where feasible. Previous recommendations to improve documentation and to encourage children's independence and well-being have been implemented. Priorities for development, such as training and the purchase of communication technology for children's daily use, are planned and implemented. The layout of the larger room provides children with a welcoming and stimulating environment where toys and play materials are arranged to plan, strongly supporting individual enjoyment and achievement. Equality and diversity underpin all aspects of care and learning with all boys and girls benefiting from constant and close supervision by qualified and competent staff. Linguistic diversity is respected and valued by staff, who happily learn words of importance to children who are learning English as an additional language, which in turn benefits all who attend.

The partnership with parents and carers is extensive and fruitful. An open door policy is in place while posters, notice boards and educative displays inform parents of their child's achievements and experiences. Learning records are clearly and simply presented. Assessment of individual progress is carried forward from starting points provided by parents in an initial profile that acts as a foundation for the identification of individual next steps to learning. Policies and procedures are continually examined and made available for parents to view. There are strong links with local schools, pre-schools and other carers, such as childminders. Parents provide permission for information to be shared so that children's learning may be extended and reinforced.

The quality and standards of the early years provision and outcomes for children

Children are happy and enjoy their time at the nursery. They show they feel safe by their strong capacity for independent learning. They choose from a wide range of resources that support their learning across the six areas of learning which gives them plenty of opportunities for new challenges. Children are settled and secure because staff are attentive and caring. They are fully occupied and use their imaginations at the role play area, readily inviting adults to 'come for a cup of tea,' and responding easily to conversation and discussion. They sit close to one another, chatting, as they find their own solutions to fix the track or connect construction resources. They discuss how they will decorate the sweet cones or the sparkling colours of glitter they glue to the tree decorations. Children practise and consolidate skills as staff sit with them providing gentle and supportive direction.

Children gain confidence from consistent and familiar staff who praise their attempts and achievements at using tools, gaining pencil control or recognising number. They know that there are two beds to bunk beds and that a ladder is used to reach the top. They develop observation and memory skills as they listen avidly to stories such as *The Littlest Reindeer* or *I Love Christmas*. Staff encourage them to think about what characters have done or ask children what they think will happen next. Children have a growing knowledge of how things work. They know to push the switch forward to turn the radio on, however, they do not have daily access to communication technology so do not develop skills with keyboards or the computer mouse. Children discover how flowers grow in soil as they plant up pots and ensure these are watered; they take short, accompanied, walks in the locality to post a letter or to buy milk. Photographs show they learn to balance and jump round an obstacle course developing physical skills.

Children's understanding of diversity and difference is reinforced as they celebrate festivals from several cultures and special events such as Red Nose Day. They learn to respect and value their own culture, as well as those of other children they know, establishing a positive bedrock for future relationships. Children support and care for each other, handing each other toys or resources. They are curious and discuss aspects of their own lives with adults and each other. They know where they live and confidently ask visiting adults where their house is. Children demonstrate a strong sense of security and understand how to keep themselves safe. They access tissues independently and put them in a bin and put their hands over their mouths when they cough. They use paper towels after washing their hands and before snack, but the cloth towel at the messy play area does not prevent the transfer of infection. Children willingly make positive contributions to the running of each session, they help tidy away resources, wait patiently for their turn at the project table or serve each other at the snack table. Children choose from a healthy range of fruits, vegetables, biscuits, breads and cereals provided for snack and have independent access to fresh drinking water.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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