

Bellegrove Playgroup

Inspection report for early years provision

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Inspector

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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

Bellegrave Playgroup 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.

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 9.00am to 12.00pm 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 special educational needs and/or disabilities. The group work closely with their early years advisory team. A team of four staff work with the children all of whom hold an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Systems to identify individual needs, observational assessments and planning are robust and children receive good levels of support to maximise their potential. Overall a welcoming and inclusive service is available to children and their families. For example, children have a name label which they have decorated themselves to hang on their coats when they arrive. This supports their sense of belonging in the setting. The pre-school has close working relationships with parents and the church community. Feedback received from them contributes to an effective evaluation process and strengthens the setting's ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the range and variety of equipment, in particular resources which support children in problem solving, reasoning and using mathematics as part of their play
- develop planning to include learning intentions for the group and for individuals in particular on plans for adult focussed activities.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded whilst at the setting because adults caring for them receive ongoing training and have good knowledge on child protection issues. Very good supporting records, policies and procedures which are understood by all and

reviewed on a regular basis are in place.

Leadership and management of the setting is strong. Recommendations from the previous inspection have been met effectively and the manager uses information from a variety of sources to support a good evaluative process. Recent improvements include changes to snack time to offer children more opportunities to develop self-help skills. Toys and resources are deployed well to meet children's learning needs and the organisation of the environment supports children in becoming active independent learners.

A variety of notices, documents, and opportunities to talk to staff at the end of each session, support a good partnership in which parents are provided with good levels of information both about their children's progress and the practice at the setting in general. Consequently, parents are very positive about the pre-school and know that their children are happy and progressing well. Partnerships with other settings are just as strong. Information regarding children's progress is shared consistently with other providers involved in children's care and education and this supports consistency of care for children.

Staff work with parents to create an initial child profile which records children's starting points when they first attend the pre-school. Tracking sheets then record children's progress towards the early learning goals. This supports staff in planning a varied curriculum which meets children's individual needs.

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

Children are confident, relaxed and enjoy their time at the pre-school. They are focussed and occupied throughout the session as the daily routine is well organised to offer children sustained periods of play in which they can concentrate on their chosen activities. This helps to extend children's concentration span and supports them in developing skills as future learners.

Children's behaviour is good and they play well together, taking turns and creating simple story lines as they use imaginative and role play equipment. For example, one child decides that a mummy and daddy are saying goodbye to each other as the mummy sets off in a rocket to the moon. Her play partner then adds that the rocket is broken and needs to be mended before she can leave. At tidy up time children work together to complete their tasks. They hold lids open for each other and carry heavier objects together. In this way, children are learning to communicate their ideas, make decisions and take others' needs and feelings into account.

Children particularly enjoy the outdoor area and they thrive as they use the good variety of equipment planned and set out by the adults to provide a range of physical activities. The natural garden offers excellent opportunities to enjoy fresh air and exercise as well as to examine the natural world by looking for insects and other evidence of wildlife. Staff continue to use good interaction skills outdoors, helping children to become confident in their physical capabilities. A large statue

made by the children as part of a recycling project stands in the garden and offers opportunities for staff to support children in recalling how they made it. In this way, children are enjoying a fun way of developing memory and recall.

Links with the community are very strong and the church plays an important part in the children's life at the pre-school. The indoor bowls club often visit and the pre-school make the most of this to offer the children exciting and unusual activities. For example, a gentleman brought in his dog for the children to pet and talked about the responsibilities involved in caring for an animal. Parents and grandparents often come into the setting to read stories and the vicar plays an active part in topics such as the recent one on recycling.

Toys and resources are age-appropriate and in good condition, allowing children to experience play and learning which is suitable for their ages and stages of development. There is a small but suitable range of resources that meet the needs of the children who attend and which are set out by staff each day. Resources such as old mobile phones, push button tills and music players offer children insight into the use of technology in today's society. The pre-school does not have a computer to develop children's information communication technology skills but there are plans to purchase one as soon as possible.

The writing resources are very popular and children use stencils and emergent writing in their drawings. A display area called 'Our writing area' also contains good examples of children's emergent writing and mark making. Opportunities for writing is not readily available in other areas of the provision and resources to support problem solving reasoning and numeracy skills are not plentiful. This means that children are not being encouraged to use maths and writing as part of everyday activities. However, adult planned activities are carefully thought out to support children's progress in these areas. A book has been made containing pictures of children's homemade maps. They represent children's journeys to the playgroup and in them children have plotted landmarks specific to them. Adults have added children's comments such as 'I see a trampoline' and 'I pass lots of houses'. Activities such as these encourage children's awareness of the local environment, and support their use of language for thinking.

Children keep themselves safe because the staff supervise them closely and regularly remind them of the safety rules such as not to run inside the hall. The premises, toys, and equipment are clean and in good condition and children are beginning to take responsibility for their environment by helping to tidy up at the end of the session. A healthy café style snack time offers children some opportunities to make choices and develop self-help skills. After having found their name and put it into the bowl to record that they have eaten, children help themselves to small pieces of fruit and cheese which an adult has cut into cubes and placed in a large bowl.

Children with special educational needs and/or disabilities are welcomed into the setting and clear documentation is in place to support staff in ensuring all children have their needs met and are able to participate in the programme.

Staff use the Bexley observation system to clearly record observations of children's

progress in all six areas of development. This progress is then evaluated and used to identify individual next steps such as holding a pencil and practising writing. However, the next steps identified are not transferred to plans for activities and learning intentions of any kind are not included in written plans. Staff clearly explain how they use their knowledge of individual children to differentiate within planned activities so outcomes for children are good, but this is dependent on staff who have that knowledge being present and then remembering to use it effectively.

Art work displayed on the walls contain hand shapes with Rangoli patterns on them and show that children have been introduced to different festivals and celebrations such as Diwali. Other examples show liaison with the Asian community who provided Asian foods for the pre-school to take on a picnic. Activities such as these support children's awareness of other cultures and develop their understanding of the world. Staff have made extra effort to ensure the environment also reflects diversity and offers children positive images of themselves and others. Posters show different ethnic groups, children in wheelchairs, and contain script other than European. Children's own art work is attractively displayed around the room and this shows that their efforts are valued and helps to support children's positive self-image.

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	3
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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