

# Broomhill Playgroup

Inspection report for early years provision

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**Unique reference number** 127056  
**Inspection date** 01/03/2011  
**Inspector** Linda Nicholls

**Setting address** Lutonia Hall, Broomhill Road, Dartford, DA1 3HT

**Telephone number** 07866 320 664

**Email**

**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

The pre-school was registered in 1970 and is committee run. Registration is for the Early Years Register. Registration does not include overnight care. The pre-school operates from a Scout Hall in Dartford, Kent. There is a secure enclosed area for outside play. The pre-school operates five days a week, term time only. Sessions are from 9.00am to 12 noon and on Monday, Tuesday and Thursday from 12.30pm to 3.00pm, with half an hour wrap-around care for lunch. On Wednesday the pre-school is open from 9.30am to 12 noon, then 12.30pm to 2.30pm, again, with half an hour wrap-around care for lunch.

Registration is for a maximum of 35 children in the early years age range at any one time. There are currently 54 children from two to five years on roll. The pre-school receives funding for the provision of free early education for three and four-year-olds. The pre-school currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 14 members of staff, 12 of whom work directly with the children. Of these eight are present at every session. Over half the staff has early years National Vocational Qualifications at level 2 and 3, while the manager has NVQ at level 4. The setting receives occasional support from a Kent Setting Improvement Partnership and is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs leads the pre-school team to successfully promote children's welfare and learning. Overall, children are safe, secure and enjoy learning about their local area and the world around them. The partnerships with parents, the local school and other agencies are significant in making sure the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation and reflective practice identify priorities resulting in continuous improvement and response to all user needs.

## What steps need to be taken to improve provision further?

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

- encourage a love of books and staff involvement so that children can focus on books including the resource photo catalogue
- develop staff awareness of health and safety procedures for identifying, reporting and dealing with hazards, specifically the damage to the internal toilet wall, so that premises remain safe and suitable for their purpose

- review the arrangement of notice boards and posters so that parents can easily access current information about the provision, the professional development of the staff and the activities on offer.
- offer children opportunities to explore interactive or computer technology daily; encourage children to examine a range of books, including the photo-catalogue of stored equipment, so they can contribute to planning.

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

The provision for safeguarding is comprehensive and thorough. Child protection procedures are fully understood so potential delay is avoided. Staff know what to record and who to report to, should they have any concerns for children in their care. Training and procedures reflect current Local Safeguarding Child Board practice. Children benefit from well-managed resources including ongoing training and appraisal programmes for all members of staff. The layout of the hall provides children with a stimulating environment where well-used toys and play materials support and strongly encourage independence. Storage systems are easily accessible to children although the book area is not inviting. Risk assessments are dated, including those for occasional outings. Welfare requirements are consistently applied with constant and close supervision by caring staff so children's well-being is fully promoted. Repairs to a damaged wall and upgraded renovation in the toilets have yet to be implemented by the hall owners. An emergency exit procedure is displayed and practiced ensuring all children are aware of what to do should an emergency arise.

Members of the staff team work closely together to ensure the nursery's procedures are understood and implemented. Clear aims and priorities for development are supported by resourceful staff that recognise the importance of reflective practice and focused general planning. Steps taken since the last inspection to improve the provision are recognised as having a substantial and beneficial impact on all who attend, in particular, the methods of recording children's progress, planning and an ongoing review of policies and procedures are in place. Regular team meetings are used to build confidence in new systems of working. Training needs are recognised and professional development encouraged with a wide ranging distribution of responsibilities; one member of staff coordinates new entrants to the group and another plans for older children who will leave for school in the near future. Senior staff develop links with other providers of the Early Years Foundation Stage (EYFS) to support children's continuity of care and all round development. An inclusive self-evaluation process has been initiated to encourage parents and children to comment on how well the nursery meets their needs and expectations. Equality and diversity are promoted with resources and celebrations of annual festivals and special events such as St David's Day, Red Nose Day, Diwali and Christmas. Children learn to respect and value their own culture; as well of those of the children they know and meet daily. They learn alternative methods of communication as they sign a good morning rhyme. Children benefit from clear assessments of their individual needs by competent, trained staff. Specific support and specialist care from local authority professionals is welcomed into the nursery to support inclusion for all.

The partnership with parents and carers is considerate and fruitful. Parents take advantage of the open door policy to discuss their specific requirements. They praise the managers and staff for their flexibility, understanding and caring attitudes when settling their children. Notice boards and education displays are not effective in clearly informing parents of the early years framework or general learning programme. However collective posters and individual records inform parents well of their child's achievements and experience. Parents are invited to contribute their skills to extend children's learning through play and taking home story books to read together. Links are built between schools, grandparents and other child care professionals, so children's well-being is nurtured and their learning and development smoothly extended.

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

Unique learning records are clearly and simply presented identifying children's steady progress towards the early learning goals. Parents are encouraged to record or inform key persons of their child's experience away from the pre-school. Recorded starting points provided by parents act as a foundation for future learning. Assessment of individual progress is carried forward from formal and informal discussion. Planning identifies the six areas of learning and the next steps to learning.

Children are animated, happy and express a dynamic enjoyment during their time at the nursery. They show they feel safe by their active capacity for independent learning. Children are purposeful and fully occupied during their play. They use their imaginations as they play with pirate ships and castles. They are absorbed during craft activities, layering paint or cutting fabrics to stick on cardboard figures. They proudly show their work to adults around the room and know their work is valued because it is displayed or photographed. Children practice and consolidate skills as staff sit with them providing discrete support and direction. They use paper, and a variety of tools, such as pencils, brushes, glue sticks and scissors gaining confidence with pencil control. They enthusiastically identify numbers and shapes during adult directed activities and know what "one more" or "one less" means. They readily engage adults to join them in their play responding confidently to questions as to what they do best, their likes and dislikes. Children join in with familiar nursery rhymes that reinforce number or letter sounds although noise levels and the arrangement of the book area do not encourage them to remain and examine the books independently. Adults encourage children to describe what they know, such as the colour of leaves or the names of seasons so helping consolidation of information. Children develop knowledge and understanding of the world as they learn to negotiate with others for resources; they are patient and take part eagerly in whole group activities with the parachute, bouncing the ball on it or running under the billowing fabric. They problem-solve and self-challenge as they climb, jump and rock each other in the wooden indoor equipment.

Children understand how to keep themselves safe and demonstrate a strong sense of self-reliance. They build secure relationships with adults and children they know well. They access tissues and know to dispose of these in a bin to prevent the spread of possible infection. Children support and care for each other, they sit sociably together and chat to each other at snack time or during lunch. They make a positive contribution to the running of the provision suggesting "golden rules" such as playing nicely together, not kicking and only talking and using words when they are angry.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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