

Kelvin Road Playgroup

Inspection report for early years provision

Unique reference number	115379
Inspection date	16/05/2011
Inspector	Beryl Witheridge

Setting address	Seventh Day Adventist Church Hall, Kelvin Road, Welling, Kent, DA16 2EH
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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

Kelvin Road Playgroup opened in 1968 and operates from two rooms in a church hall. It is situated in the town of Welling, Bexley. A maximum of 24 children may attend the playgroup at any one time. The playgroup is open each weekday from 9.00am to 12.00pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from two to under five years on roll. Children aged three and four years old receive funding for nursery education. This provision is registered on the Early Years Register. Children come from a wide/ local catchment area. The playgroup currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The playgroup employs six staff plus two bank staff. Of these, four staff - including the manager - hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Playgroup staff know their children well; they support their welfare and learning and promote their unique needs. Children play and learn within safe boundaries and they enjoy being with staff and one another. The partnerships between the setting, parents and other agencies are established, which help to ensure that the care and developmental needs of the children are being addressed consistently. Through the provision's self-evaluation process they have identified strengths - for example their relationship with parents and children - and weaknesses - such as identifying next steps and including parents more in children's development - as well as areas for improvement. Ongoing aims to maintain continuous improvement help to promote the outcomes for the children.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are being clearly identified and used in leading future planning and that all staff are fully included in the planning process
- improve the two-way flow of information with parents (and other EYFS settings that children attend) to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency

The effectiveness of leadership and management of the early years provision

Children's safety is promoted through clear safeguarding procedures that ensure their welfare is fully acknowledged. Staff have all undertaken updated training and have access to a range of child protection guidance to support them in the event of a concern. Staff know and understand their responsibility towards the well-being of the children in their care. Recruitment and vetting procedures are robust and there is also a student placement policy to ensure that the children only come into contact with suitable people. This helps to safeguard children at all times. The written risk assessment is carried out regularly and recorded, and additional daily checks help to minimise any risks to children's safety. However, the emergency evacuation has not been carried out often enough to ensure that all children know how to protect themselves should an emergency arise.

The staff demonstrate that they are committed towards ongoing improvement. They use annual parent questionnaires and receive support from the local authority which enables them to review and evaluate their practice. Resources are deployed well with a wide range of toys and equipment available for the children. These are mostly easily accessible, although it is not possible for total free access as the staff have to set up and clear away the playgroup every day. However they provide as many opportunities as possible to help children to make choices and develop independence. All children are included in all activities. They are treated as individuals; staff know their specific needs and interests which have been identified through speaking to parents, and the observations and assessments carried out by the staff. Equality and diversity are recognised, and are an integral part of the care and learning provided for the children. This helps to ensure that children's unique learning and welfare needs are met. Staff attend regular training updates and workshops to ensure they are up to date with current practice requirements.

The use of self-evaluation is developing, and practitioners and parents contribute to the process. The staff are reflective of their practices and provision; they look at what they are doing and how they can improve it. The evaluation has highlighted the need for more parental input regarding their child's development, to help them understand what their children's progress should be and how the observations and assessments help to plan for their future learning. Also identified as an area for improvement is the outside play space; staff have worked hard on this to make it an attractive area for children to play, but wish to make further improvements for the benefit of the children.

The setting liaises extremely well with the local schools to ensure all children receive consistency of care, and that their developmental and care needs are shared. Procedures are in place for the exchange of information when children attend another nursery or pre-school, but this is not currently required. The partnership with parents is good. Parents are incredibly happy with the level of care and learning provided for their children. Parents and carers are provided with a range of written information and guidance, as well as access to the written policies and procedures which are available in the entrance hallway. They have daily opportunities to discuss their children's progress with the key persons

through the open door policy, as well as termly reviews and regular newsletters.

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

Children show they feel safe within the provision. They are happy, settled and secure because staff are attentive and aware of their individual needs. They sit with the children either on the floor or at the table, wherever the children need them. Children gain in confidence themselves and their abilities, and are developing good language skills. Children's individual needs, interests and starting points are clearly recorded when they first start, and cover all areas of learning. Staff offer opportunities that build on children's known skills and areas of interest through their knowledge of the children. Observations and assessments are undertaken but these are not always clearly identifying children's next steps, which help to support future learning when planning activities. The planning which is in place covers all the areas of learning and identifies the areas children may require help and support, but it is clear that not all staff have been fully included in the future planning for their key children as most of the planning is done by a manager.

The resources are organised into accessible areas: the imaginative play area, the book/quiet area, messy play, and construction. Children are able to make decisions about what they want to play with, as well as taking part in adult led activities. Children dance and listen to music; they dance with ribbons and show exceptional listening skills when being shown how to use them properly. They negotiate well and make good use of their clip boards when building with the construction. They work together to build a high wall, then work equally well together to knock it down again, then decide to build a swimming pool instead. Children receive a lot of praise and encouragement from staff for their design and concentration skills. Children use their imaginations when either playing in the home corner or playing with the cars and garage - again there is a lot of collaborative play. They show a great love of books and the written word; they listen attentively to stories, joining in and answering questions. Children are very good with rhyming words and show an increasing understanding of number, shape and size.

Children have free access to a safe, secure but small outdoor play area which allows daily outdoor play opportunities. Children learn about diversity and the world around them through the mix of families who attend; they share information about their culture and introduce the children to different festivals and celebrations. Children's knowledge and understanding of the world around them is being developed in many ways; for example, they have visits from the local community police support officer who will often come in to see them. There have been visits from the fire brigade and the road safety team as well as the dentist.

Children are introduced to healthy drinks and snacks during the session. They mostly pour their own drinks and they can choose from the snacks on offer such as yoghurt, fruit and sometimes biscuits, all of which increases their independence. Drinks of water are available at all times. Children are being encouraged to

become independent when taking themselves to the toilet and they understand the need for good hygiene routines.

Children play cooperatively together and respond well to praise and encouragement. This gives them the incentive to do well as they develop good levels of confidence and self-esteem. Any concerns over behaviour are dealt with calmly and consistently by the staff. Staff are good role models to the children - they are always polite and encourage the children in all they do. Overall, an inclusive and welcoming service is provided.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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