

# Bandon Hill Playgroup

Sandy Lane North, Wallington, Surrey, SM6 8LA

<b>Inspection date</b>	07/05/2013
Previous inspection date	08/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff provide a good balance of free play and adult-led activities that capture children's interest and meet their individual needs.
- Children are motivated and enthusiastic learners, due to the good variety of accessible resources available both indoors and outdoors.
- Children concentrate well during small and large group activities and learn together and from each other, because staff stimulate their interest through shared attention .
- Staff are observant of children's individual achievements and work closely with parents to promote children's development and reduce gaps in their learning.

### It is not yet good because

- The provider has had to take action to improve the security of the premises. Opportunities for children to independently write their name and use writing in their play have not been extended.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom, quiet room and outside play area.
- The inspector completed a joint observation with the manager of the provision in the main play area and the quiet room.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parent's views spoken to on the day of the inspection.

## Inspector

Catherine Greenwood

## Full Report

### Information about the setting

Bandon Hill Playgroup registered in 1992. The provision is located in Wallington, within the London Borough of Sutton. It is run by a church committee and operates within church premises. The playgroup has use of a large hall, a quiet room, kitchen, office and toilets. There is an area available for outdoor play. The provision opens five days a week during term time and for a few days during school summer holidays. The opening hours are Monday from 8.40am until 12.40pm; Tuesday, Thursday, Friday from 8.40am to 2.40pm; and Wednesday from 11.40am to 2.40pm. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children aged from two years on roll, who attend for a variety of sessions. The playgroup is in receipt of funding for the provision of free early education to children aged two, three and four. The provision supports children with special educational needs and/or disabilities and who are learning English as an additional language. The provision employs 10 members of staff on a full or part time basis; of these, nine hold appropriate early years qualifications.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- strengthen the opportunities for children to independently write their name and other words as opportunities arise in their play.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Parents are actively involved in children's learning. Staff use their own and parents day-to-day observations of children's achievements to move them on in their learning. This includes reviewing children's progress throughout their time at the provision, including summaries of their development at age two to three years. Consequently, gaps in children's learning are reduced and they make good progress in relation to their developmental starting points. Children take part in a good range of activities that provide them with challenge, appropriate for their age and stage of development. Staff carefully plan and link areas of learning and resources to activities related to themes. They notice children's individual interest and introduce additional ideas to stretch their abilities. For example, when children enjoy finding and matching pictures of birds, snails and frogspawn, staff extend the activity by encouraging them to count and record the number of each group on their clip boards. Children learning English as an additional language are encouraged to use their home languages in their play. For example, parents are asked to

bring in packets and other items in different languages for a pretend shop, which inspire children to play imaginatively.

Staff value children's contributions and ask questions that stimulate their interest and ability to listen to others in small groups. They show interest as children describe their experiences and ask open questions that help them expand on what they say and use a wider range of vocabulary. For example, during daily adult-led group activities, children are encouraged to listen and take it in turns to talk about recent events in their home lives. Consequently, they develop good self-confidence as they talk about what they did at the weekend. This helps them to be well prepared for starting school. Children show good co-ordination and balance, as they independently climb and stand on large wooden animals in the outside play area. Staff prompt children's thinking and discussion through their positive involvement in their play. Children show interest in books, because staff read stories in an animated and enthusiastic way. They concentrate well during large group story times. Children find their name on cards when they arrive at the provision and display them on a board in the main play area. Staff encourage children to trace their name, join up the dots of letters and use worksheets for children to gain pencil control. However, they do not strengthen the opportunities for children to begin to write independently. For example, writing their names, labels or lists to provide opportunities for them to write for a purpose. Children learn about life cycles and explore different textures, as they play with plastic frogs water and bubble wrap. Staff set up the outside play area with a good range of resources that inspire children to play imaginatively. They push wheeled shopping trolleys around with their friends. They fill and empty trucks and containers as they sit inside a large sand pit.

### **The contribution of the early years provision to the well-being of children**

Staff form close relationships with children. They give them lots of cuddles and reassurance when they first start at the provision, which helps to form a strong bond. This can be seen as older children sit in a relaxed way on staff laps after eating lunch. Children develop confidence as they play independently and form friendships. They concentrate and behave well during group activities. This is because staff communicate in a positive way that encourages children to learn together and from each other. Children form close friendships with others and often play together, for example, as they use a see saw in the outside play area. Children's good health is fully promoted. They have lots of opportunity to play outdoors and be active and are provided with healthy packed lunches and snacks by their parents. They show independence as they find their own lunch boxes, choose fresh fruit at snack time and put on hats before playing outside in sunny weather.

Children are motivated and enthusiastic learners. This is due to the good variety of resources available both indoors and outdoors. Staff support children during their play and stimulate their interest through shared attention. This inspires children to persist at activities, for example, when they are playing number games on the interactive white board. Children learn about their own safety as staff remind them not to run indoors. They show curiosity as they take part in activities that develop their awareness of difference. For example, they help prepare vegetables for stir-fries, listen to stories and play in a

pretend restaurant for Chinese New Year. The move from the provision to schools is managed well. Teachers are invited to visit the provision. This enables staff and teachers to share information that provides children with continuity of care. The manager of the provision attends local authority transition meetings; where she talks with teachers of the schools children are due to attend. This works well, because teachers are well informed about children's individual needs and the support they need. For example, in relation to methods that work well for managing their behaviour.

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

All staff have appropriate checks completed to show they are suitable to work with children. They understand they are required to inform the manager of any changes affecting their suitability. All staff complete child protection training through the local authority and the Church and are familiar with the provisions safeguarding procedures. Staff complete daily risk assessments, which generally maintain children's safety and security. However, the inspection was brought forward following a notification from the provider. Ofsted were informed that two children left the premises unsupervised for a short period. The inspection found that the provider took immediate action to ensure this does not happen again, by improving door alarm systems. Children are well supervised at all times, including when they are using the toilet. Staff regularly attend training provided by the local authority. The manager identifies areas for staff training through observation of practice and individual supervision. Recent team training has given staff a better understanding of the characteristics of effective learning. They use this knowledge to inform planning and promote children's learning.

The manager has recently finished the open university degree, which has helped her to improve her ability to observe and reflect on staff practice and suggest ideas for changing and improving practice. This has particularly helped her to influence children's move to school and support parents and families at this time. She has also completed training which has updated her knowledge of how to advise staff and parents on managing children's behaviour. The manager monitors activity planning and observations of children's progress to ensure children are meeting expected levels of development. She plays a key role in driving improvement, which includes completing a self-evaluation document. This is constantly updated with plans for continuous improvement. The manager regularly consults with staff, parents and the local authority to seek their ideas. Recommendations made at the last inspection have been met. The provision establishes good communication with other providers, schools and professionals in order to identify all children's needs and ensure they receive continuity in their care and learning. For example, the manager of the provision visits other specialist provision with parents, to ensure they are happy with future changes.

Parent's comments during the inspection show they are happy with the provision. For example, they say 'My children are very happy and the staff are brilliant and are very patient' and 'My child loves the playgroup and has fun and I don't worry about him when he is here. When he first started he was quite unsettled and his key person helped him

settle and is now his best friend'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	139899
<b>Local authority</b>	Sutton
<b>Inspection number</b>	917456
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	33
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Bandon Hill Methodist Church Committee
<b>Date of previous inspection</b>	08/07/2011
<b>Telephone number</b>	0790 569 1271

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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