

Wellington Boots Playgroup & Pre-School

Holy Trinity Church, Hurst Road, Sidcup, DA15 9AE

Inspection date	17/03/2014
Previous inspection date	Not Applicable

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

The quality and standards of the early years provision

This provision requires improvement

- There is a warm, friendly atmosphere, characterised by busy, happy children who enjoy interacting with their friends and staff.
- Staff support children's personal, social and emotional development well, enabling children to settle easily, behave appropriately and feel safe.
- Positive and friendly relationships with parents make them feel valued and supported. They are informed about their children's day at playgroup to make sure children's care needs are met.

It is not yet good because

- Weaknesses in the assessment systems result in staff not clearly identifying some children's next steps, to fully challenge and extend their learning and development.
- Staff do not teach children to recognise numerals in everyday routines and activities, in particularly outdoors, limiting their mathematical development.
- Staff do not effectively promote children's literacy skills because they provide an uninviting book corner, which children rarely use.

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 looked at a selection of documentation, including key policies to support the safety of the children and children's learning and development records.
- The inspector spent time observing staff and the children in the main hall and in the outdoor area.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector and manager undertook a joint observation.
- Six parents were interviewed and their views taken into account.

Inspector

Joanne Wade Barnett

Full report

Information about the setting

Wellington Boots Playgroup re-registered in 2013 and is privately owned. It operates from a church hall in Sidcup, Kent. The playgroup has use of two halls, a kitchen and toilets. There is a secure outdoor play space. The playgroup is open each weekday from 9.30am until 12 noon during school term time. The playgroup serves local families. The playgroup is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 40 children on roll in the early years age range. The playgroup receives funding for the provision of free early education. The playgroup currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are five members of staff. Of these, two hold a recognised early years qualification, including the manager, at National Vocational Qualification level 3. Currently, three members of staff hold a relevant qualification at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the assessment procedure to identify the learning that has taken place, and to plan next steps in children's learning, in order to provide challenging and stimulating activities.

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

- improve opportunities for children to see numbers in the outdoor environment and use them in purposeful ways
- create an attractive and comfortable book area, where children and adults can enjoy books together and where children will be encouraged to learn how to care and look after books.

Inspection judgements

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

Children play in a welcoming, friendly environment where they access a range of toys and activities from around the room. Staff plan some adult-led activities in addition to the child-led activities. Staff have a sound understanding of the requirements of the Early Years Foundation Stage and plan regularly, using children's next steps to inform the

planning. However, observations do not always reflect the learning that has taken place. Consequently, the next steps that staff identify do not always extend children's learning or provide good amounts of challenge so they make good progress in all areas of learning.

Children are beginning to use some mathematical language in their play as they talk about measuring ingredients when making play dough. They learn about shapes, when talking about fruit and cutting up bananas, through mathematical resources and books. However, staff do not teach children to recognise numerals in the environment or during practical activities in the outside area, limiting their mathematical development. Staff use resources well to promote all areas of learning. They look at ways to store these so that children can help themselves to what is available. This promotes the children's growing independence.

Children are developing strong communication skills. Staff interact well with the children, asking some open-ended questions to encourage children's thought processes. Art and craft materials are available for children to design and make with, and there are some examples of children's work put up on display around the walls. This enables children to take pride in their achievements. Some children are developing an awareness of letters and are beginning to write some recognisable letters in their name. Although the book area is adequately stocked, it is poorly presented and is used very infrequently by the children. Consequently, opportunities to introduce children books to promote their interest in reading are limited.

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

Children feel safe, secure and valued in the setting due to the effective key person system in place. Staff demonstrate a good understanding about the importance of attachment and work in partnership with the parents to help children to settle. Each child is able to follow a process that is suitable for them and their parents to ensure they feel comfortable and safe. Good information is obtained from the parents to enable the key person to begin to plan activities to interest the child. Children approach their key person for security or reassurance, demonstrating how secure they feel, especially when very new to the setting. Children generally behave well. Staff provide lots of praise and encouragement helping children learn what the expected behaviour is.

Staff have a good understanding of the skills children need when they leave the setting for school. They encourage children to be independent visiting the toilet and washing their hands. Snack time offers further opportunities for children to demonstrate their skills when choosing the snacks and pouring their drinks. Children talk about healthy eating as they make choices from the variety of fresh fruit and butted bread, learning why this is important. Good hygiene routines are implemented into the setting, with children learning why they must wash their hands before eating, 'to wash away the germs'. Staff gently remind children to wipe their noses. Staff quickly contact parents when children become unwell and follow clear procedures to help prevent cross infection with others at the setting.

The daily opportunities for fresh air and exercise further promote children's healthy

lifestyle. Staff provide a safe environment for children to play in. A comprehensive risk assessment is carried out and is supported by daily checklists. Consequently, staff identify and record any new hazards to ensure swift action is taken to minimise the hazard. Children are supported in their understanding about keeping themselves safe. For example, when they bounce on the trampette, staff remind children about holding onto the hand rail or learn they must not run indoors. Staff have recently completed the progress check for some two-year-old children, which they have shared with parents. This helps staff and parents to understand the progress children have made, so that they can seek support where necessary and work together to narrow any gaps in learning.

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

The manager aspires to improve the provision and ensures staff have a working knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. The manager supports staff through annual appraisals and regular meetings. She reviews and discusses practice and supports them with their ongoing professional development. Recruitment and vetting procedures are detailed to check that staff are suitable to work with children. Staff understand their role in reporting any child protection concerns and know the correct referral procedures to follow. The staff team follow the playgroups policies and procedures to safeguard children and satisfactorily support their learning and development within the educational programmes.

The manager demonstrates a committed approach to improving opportunities for the children. She has development plans in place and works closely with the staff team to address areas where improvement is needed, so to raise standards in the playgroup. The playgroup has undertaken a self-evaluation process, which they review to ensure the parents and staff contributes to the document. In addition, the manger seeks additional support from the local authority improvement partner to support their implementation of the educational programmes, enabling satisfactory continuous improvement.

The playgroup works in partnership with parents to deal with any concerns they may have about aspects of the care their children receive. Parents express positive comments about the playgroup, particularly about how quickly their children have settled and how happy their children are to come to the setting. They comment on how welcoming and helpful staff are and the good support and progress their children make. Staff seek support for any individual children's needs through partnership working with other professionals and outside agencies. They meet with local schools as they prepare the children for the move to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY467663
Local authority	Bexley
Inspection number	939185
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	40
Name of provider	Wellington Boots Playgroup & Pre-School
Date of previous inspection	not applicable
Telephone number	07817409696

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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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