

# Westview Playgroup

Downsview Primary School, Beech Avenue, Swanley, Kent, BR8 8AU

<b>Inspection date</b>	03/12/2014
Previous inspection date	23/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Management and staff work collaboratively to monitor children's progress closely in order to identify early intervention for all children.
- The skills, experiences and knowledge of staff help to ensure that children's learning is adapted to accommodate their unique needs.
- Management and staff share a thorough understanding of how to keep child safe.
- Management's enthusiasm towards improved provision for children is supported by an excellent self-evaluation system.
- Management value and adapt strategies to strengthen the expertise and view of both parents and outside agencies for better outcomes for children.

### It is not yet outstanding because

- Resources do not fully support children's emerging understanding of other cultures.
- Staff do not always support children's awareness of effective strategies to keep themselves safe.

## 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 sampled some recruitment document, policies and procedure, children's development records and staff qualifications.
- The inspector observed children and adult interaction during learning activities both in small and large groups.
- The inspector and management both observed a chosen activity.
- The inspector spoke with children, staff, parents and manager/nominated person.
- The inspector spoke to the playgroups special educational needs coordinator.

## Inspector

Alberta Minta-Jacobs

## Full report

### Information about the setting

Westview Playgroup opened in 1984. It operates from a classroom in the local primary school, in Swanley. There is level access to all areas. The setting is on the Early Years Register, and both the voluntary and compulsory parts of the Childcare Register. The playgroup serves the local area. There are currently 28 children from two to four years on roll. The setting receives funding for free early education for two-, three- and four-year-olds. The setting currently supports children who have English as an additional language and children from a traveller background. They also support children with learning disabilities. The group opens five days a week during term time. Sessions are 9am to 12pm Monday to Friday and also 12pm to 3pm on Monday, Tuesday, Wednesday and Friday. They operate a lunch club from 12pm to 1pm. There are 10 members of staff working with the children, of which eight have early years qualifications at National Vocational Qualification (NVQ) at level three. One member of staff has NVQ level 2 and two are working towards NVQ level three. One member of staff has NVQ level 4 and is working towards level 5. The setting receives support from a variety of outside agencies including a specialist teacher from the local authority.

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

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

- further develop resources to support children growing understanding of other cultures
  
- further develop children's understanding of how to keep themselves safe.

### Inspection judgements

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

Staff use observation, assessment and planning effectively to monitor children's progress. This helps to ensure that all children make good progress in relation to their starting point. Staff observe children during their self-selected activities and also take advantage of observation when they lead children's play. Staff skilfully use observations of children and those shared by parents to plan interesting, stimulating and purposeful play opportunities for all children. Their knowledge and experience helps them to adapt learning opportunities for children. For example, through songs and team work, children were involved in building and dressing a snow man. However, staff do not always further extend children's awareness of cultures through providing further resources in planned activities.

Staff effectively assess children's progress, which enables them to promptly highlight any potential learning gaps. They provide parent with a short summary of children's progress between the ages of two and three years. This focuses on personal, social and emotional development, communication and language skills and physical development. Staff also provide parents with an ongoing summary of older children's achievement. They actively employ strategies which seeks, to engage parents in moving children on in their learning at the play group and at home.

Staff's planning and provision of play opportunities reflect all seven areas of learning both indoors and outdoors either through free flow or focused activities. Staff effectively adapt daily routines to provide challenging and finely tuned activities. Staff encourage and prompt children to count in various situations, which helps them to gain understanding in counting and solving problems. For example, children build towers and talk about the patterns they can see.

Staff effectively use daily routines for example; snack time and circle time to reinforce learning opportunities. For example, they explored words such as banana, juicy, crunch, soft and delicious. Staff engage children in valuable discussions about their weekend, which enables children to express themselves effectively. Staff extend children's sentences and pronounce words correctly, supporting their emerging communication skills. Staff demonstrate a strong commitment towards the educational programme. This enables children to acquire the skills, attitudes and dispositions needed to adapt to any changing situations in future life.

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

The behaviour among children at the playgroup is good. Staff employ agreed and effective strategies, which support all children to behave well. For instance, staff provides timely reminders about expected behaviour, which helps children to adjust and manage their behaviour well. Staff offer praise and encouragement to enable children to become powerful learners and confident to explore in their environment. Staff are deployed well and therefore they are able to address any unacceptable behaviour displayed promptly. They do this by having regularly discussion about children's behaviour, helping them to understand how other children may feel.

Children play and learn in a safe and welcoming environment. Children explore their environment confidently because staff supervise them well. However, occasionally children do not demonstrate a thorough awareness of their own safety and that of others. For example, during the inspection they ran to reach for their coats in order to make it first in line to go outside.

The team of skilled staff are sensitive to any concerns children raise with them. They seek to resolve any conflict that may arise among children helping them to adjust their behaviour and manage their feelings very well. Key persons use information parents share to support children's emotional well-being. For example, through warm interactions, a key person supported a child who found it difficult to separate from parents. This enables all

children to settle into the group and enjoy learning as the day progresses.

Staff support all children to manage their personal needs independently. Older children commented that 'they are washing their germs off' while younger children wait patiently to wash their hands before snack. Staff help younger children to undo their zips while going outside to play, while older children dress themselves independently.

Staff provide children with healthy food and drink choice during snack time, which supports their growing understanding of choosing healthy foods. Staff also encourage parents to offer healthy packed lunch for their children. Daily physical activities provided by staff, helps children to be active and interactive supporting their well-being. These aspects coupled with effectively supporting children as they move onto the next stage in their learning, equip children to manage well in ever changing situations.

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

Management and staff work effectively to help to ensure the safety of children in their care. Through effective training, staff are alert to issues of child protection. They have a clear knowledge about the appropriate procedures to follow and how to contact the relevant agencies. This helps to ensure that staff promptly address any concerns. Staff monitor the entire environment closely each day to identify, remove or minimize risk. This enables children to play in a safe setting.

The management team have adopted an efficient recruitment system, which helps them to provide a team of qualified and suitable staff. Therefore, staff are able to effectively support children's learning and well-being. Management effectively support newly employed staff to understand their roles and responsibilities through a carefully structured induction. A daily staffing notice board exhibits how staff are efficiently deployed. Therefore, staff supervise children well at all times and they receive prompt care in the event of an accidental injury from first-aid trained staff.

Management display a thorough understanding of their roles and responsibilities in overseeing the delivering of the learning and development requirements. Management, in collaboration with staff review all children's developmental records and assess progress made each term. This enables them to monitor the progress of individual children as well as differing groups of children. The Special Educational Needs Coordinator develops interim planning and learning strategies using an Individual Educational Plan. They seek intervention from outside agencies, such as physiotherapists and paediatricians to fully support children's needs. For example, they incorporate children's exercise routines into the daily routine of the playgroup to support their physical development movement.

Management appraise staff well to enable them to address any concerns, identify any training needs and provide additional support when the need arises. Management has formed strong links with local playgroups collaboration, adjacent schools and also use in house expertise to sharpen already existing staff skills. This fully promotes better

outcomes for all children.

Management and staff seek the continuous views of parents. Staff share children's achievements with parent through regularly review meetings. They are actively involved in celebrating achieved milestones and planning for children's next steps of learning. Staff use a two way communication and contact book for parents, which support consistency for children's development and well-being.

Management and staff understand the impact of outside agencies on children's learning. Staff welcome the expertise of professionals such as physiotherapists, paediatricians and specialist teachers to support children's learning. This enables all children to make good progress in their learning and development.

Management and staff use self-evaluation as a tool to effectively target improvement to the provision. They seek and value the views of parent through questionnaires and committee members through regular staff meetings. Staff engage all children in discussions about toys and equipment they like to play with. For example, children helped to create a plan to extend a section of the outdoor area. Management and staff effectively use improvement plans to identify and adjust group activities for children in order to provide a secure, warm and stimulating environment.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	127772
<b>Local authority</b>	Kent
<b>Inspection number</b>	836255
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Westview Playgroup Committee
<b>Date of previous inspection</b>	23/06/2009
<b>Telephone number</b>	07949 120378

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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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