

# Bellegrove Playgroup

Methodist Church, Bellegrove Road, Welling, Kent, DA16 3RA

## Inspection date

11/12/2014

Previous inspection date

09/11/2009

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

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## The quality and standards of the early years provision

### This provision is inadequate

- The provider has not met all of the legal requirements of the Early Years Foundation Stage. There is no available documentation to verify staff's suitability to be working with children, including Disclosure and Barring Service checks, evidence of staff qualifications and paediatric first-aid training.
- Children are not safeguarded when using the bathroom because staff carry personal mobile phones and the use of the phones is not monitored.
- Staff do not ensure that children are able to play outside daily. This means that they are unable to benefit from being out in the fresh air.
- Staff do not consistently extend children's learning through questions and discussions.

### It has the following strengths

- Staff work in partnership with parents to recognise children's achievements and ensure they are providing appropriate support where required.
- Staff provide a welcoming and well-resourced environment which enables children to enjoy a range of activities and experiences indoors.

## 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.

## Inspection activities

- The inspector toured the areas of the provision used by the children.
- The inspector observed children and staff during the session.
- The inspector spoke to parents gaining their overall views of the setting.
- The inspector discussed aspects of the setting with the manager and staff team.
- The inspector viewed a range of documentation including policies and children's folders.

## Inspector

Amanda Vidler

## **Full report**

### **Information about the setting**

Bellegrove Playgroup has been operating since 1960. It is privately owned and managed and operates from a hall in the Methodist Church in Welling, Kent. There is a fully enclosed outside play area. The playgroup is registered on the Early Years Register. The playgroup is open each weekday from 9am to 12pm, for 38 weeks of the year. There are currently 27 children on roll in the early years age range. Children attend from the local community and wider catchment area. The playgroup supports children who learn English as an additional language and children with special educational needs and/or disabilities. The playgroup currently employs six staff; five of whom hold appropriate early years qualifications.

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

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

- ensure information regarding staff suitability is recorded, including Disclosure and Barring Service checks and qualifications; seeking permission from Ofsted to store this information off site
- ensure staff records are accessible and available, with particular regard to Disclosure and Barring Service checks, qualifications and required training certificates, such as first aid
- ensure children are fully safeguarded in the setting, with particular regard to procedures relating to the use of mobile phones when staff are supervising children outside of the main hall
- enhance procedures for outdoor play to enable children to experience outdoor learning on a daily basis.

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

- further increase staff's use of questioning techniques to enhance and extend children's learning
- review monitoring systems to rigorously identify strengths and weaknesses in order to develop concise action plans to drive improvement in outcomes for children.

## Inspection judgements

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

Staff plan activities and experiences which promote children's learning and development in all areas of learning. Staff interact with the children well, supporting children's play and responding appropriately. For example, when a staff member joined a small group of children playing in the home corner, she chatted to them about what they were doing and offered support as they got stuck trying to dress up in role-play clothes, asking appropriate questions about who they were dressed as. By playing alongside the children, staff support their learning well and this develops children's confidence and prepares them well for future learning.

Communication and language skills are consistently supported; staff lead by example and model good language as they crouch down and make eye contact when talking to the children. Overall, staff are effective teachers who use appropriate questioning skills to extend children's thinking and development. However, on occasions, opportunities for children's experiences to be enhanced are missed. This is because, sometimes, staff do not make the most of conversations with children to further extend their ideas. For example, while children were exploring different colours of paint, staff did not make the most of asking questions to extend children's learning of the different paint colours and the effect mixing colours together has. However, this has a minimal impact on children as generally staff are skilled in asking questions.

Staff have a good understanding of how children learn through play and provide plenty of toys and activities for them to explore. The well-resourced, stimulating environment encourages children to be independent and make their own choices. Staff effectively monitor the resources available, rotating them as necessary during the session to keep children's interest. For example, when it was observed that none of the children were playing with the foam on the creative table, staff changed resources and provided a painting activity which proved more popular. This ensures that children's interest is maintained and they are well supported in gaining new skills.

The outdoor environment offers children opportunities to explore natural materials and develop physical skills. Staff provide a range of resources, such as a climbing frame and bicycles. However, staff do not always ensure that children are able to play outside daily, meaning that children do not always get to extend their learning in the outdoor environment.

Staff gather information from the parents before children start, so staff find out children's likes and dislikes and previous achievements. This enables staff to offer children activities and experiences which provide the appropriate levels of support and interest. Staff observe children to plan for the next steps in their learning. Therefore, staff are able to provide exciting and challenging experiences to extend children's current learning and development. These observations of the children are assessed and recorded to ensure that all children's achievements and progress are shown. The progress check for two-year-old children contains detailed information about children's social skills, communication and

physical development. This report is shared with parents and other professionals where appropriate.

Staff welcome parents' involvement in their planning for individual children and feedback on a daily basis regarding achievements and any concerns. Parents are encouraged to add to their children's folders and discuss with staff relevant next steps for their children's development. This means that individual learning needs and possible gaps in children's development are recognised which enables children to work towards reaching their full potential through challenging but achievable steps.

Staff actively support parents in providing learning opportunities at home. For example, the staff run a book-sharing scheme where parents can borrow playgroup books and work with their children to complete a simple review of the story. Parents comment that they are kept well informed about their children's development, how they are progressing and what activities are planned, and that staff welcome parents' comments and theme ideas. The two-way communication is effective in ensuring that children are happy and confident and they benefit from the caring environment.

Children with special educational needs and/or disabilities, and those who learn English as an additional language, are supported well. Staff adapt their teaching styles and support levels in consideration of the needs of each individual child. With support from parents and other professionals, staff implement strategies that ensure children are given appropriate opportunities to achieve as much as they can in relation to their starting points and capabilities.

Overall, the wide range of experiences and resources provide opportunities for children to become keen and active learners. This prepares them well with skills for their future learning and their move on to school.

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

The provider has failed to meet all of the safeguarding and welfare requirements, which impacts on children's welfare and well-being. The provider does not have evidence of staff holding paediatric first-aid qualifications, which means that staff are not trained to be able to deal with any accidents or injuries which children may have. Furthermore, staff carry their personal mobile phones when taking children to the bathroom, as this is in another part of the building. The provider does not monitor the use of the mobile phones, which have built-in cameras. This puts children's welfare at risk.

Despite the breaches in the legal requirements, children are settled and comfortable in the playgroup. Staff understand the importance of quickly forming strong attachments with young children and ensure they have sufficient knowledge about their likes, dislikes and care needs before they start. Low-level storage encourages children to make choices and decisions over their play and learning. A flexible daily routine ensures that children can participate in the adult-led activities on offer or select resources that interest them. Periods during the session, such as register time, provide opportunities for the children to

bring in and show their friends favourite items and to practise their speaking and listening skills. This helps to develop skills for their move to school.

Children quickly become familiar with the daily routines and are comfortable seeking support from staff who respond appropriately. Staff ensure all children are supervised when going to the bathroom as it is in a different part of the building and children are confident in letting staff know when they need to go. Staff encourage children to be active in managing their personal hygiene and self-care skills. For example, hand washing is encouraged and basic equipment, such as steps and small toilet seats, ensures children can develop independence in this area.

Staff have systems to keep children safe; the front gate and door are locked at appropriate times, visitors are asked to sign in and children are supervised at all times. Staff support children to prepare for their move to school. They read appropriate stories and focus on skills such as self-care. Local teachers are invited to visit the playgroup. This helps the children to get to know familiar faces and staff discuss children's individual needs when appropriate. Consequently, children are confident about the move to school and are ready to progress to the next step in their learning.

Staff act as appropriate role models, speaking to children clearly and with respect. They use praise and encouragement regularly and remind the children about simple manners, such as saying 'please' and 'thank you'. Staff use behaviour strategies and work with the children and parents regarding any concerns about behaviour. For example, when children were running in the hall, staff quietly discussed why this was not a good idea and the potential impact of behaviour. Therefore, overall children behave well and understand the rules on behaviour.

Staff offer children a variety of health snacks during the session. For example, they offer tomatoes, cucumber, celery and fresh fruit. Staff encourage children to help themselves to the fresh drinking water throughout the day so they do not get thirsty. Milk is also available at snack time. Children develop their communication and social skills as they sit and chat with each other and staff. Staff consider dietary requirements appropriately. However, staff do not fully support children to lead healthy lifestyles. Staff do not always ensure that children are able to play outside daily. This means that children do not have opportunities to run around and enjoy physical activity outside.

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

The provider does not meet a number of the safeguarding and welfare requirements of the Early Years Foundation Stage. There is no documentation available to verify that all staff are suitable to be working with children, their qualifications or whether they have valid paediatric first-aid certificates as this is all stored off site. The provider does not have permission from Ofsted to store this information off site. In addition, staff carry their personal mobile telephones with them when taking the children to the bathroom. The use of the telephones is not monitored and, as they have built in cameras, puts children's

welfare and safety at risk. The provider has not identified this as a safeguarding issue and, therefore, they do not show a secure understanding of how to safeguard children.

The manager monitors the implementation of the learning and development requirements. However, the manager has not ensured that children are able to play outside daily. This has a negative impact on their health and well-being as they are unable to enjoy physical play and exercise outside. All staff participate in the planning process and work together to monitor individuals and review on a daily basis the environment and resources available. Consequently, children's needs are recognised, support is offered and children are progressing.

The setting works in partnership with parents to meet children's individual care needs. Information is shared through a variety of ways, such as through the website, contact books and daily discussions. Parents gave positive feedback about the day-to-day information they receive. Staff involve parents in their children's learning at the setting. For example, short-, medium- and long-term plans are displayed in the entrance hall, and a poster highlights the theme of the week. This helps promote a cohesive approach to children's learning and development.

The setting has a range of policies and procedures which are updated regularly. All staff are aware of the safeguarding policy and demonstrate they have a knowledge of their roles and responsibilities and know what to do if they have a concern about a child. Parents have information about who to contact if they have concerns, and contact details for support services such as Ofsted are readily available.

The manager carries out inductions and staff appraisal to discuss and support training needs and to encourage their professional development. Consequently, the staff team share knowledge and skills and provide an environment where children can develop and learn.

The manager works with staff and parents to self-evaluate and drive improvements. For example, staff gave out questionnaires to parents. The returned questionnaires highlighted that some parents did not know who their child's key-person was. The manager introduced a board in the entrance hall highlighting this information and staff now ensure they introduce themselves to new families. Daily staff meetings enable staff to discuss and evaluate activities planned. Children's views are taken into account on a daily basis, which means that activities they have particularly enjoyed are repeated. However, systems to evaluate and monitor all aspects of the provision and educational programmes are not robust enough to identify the weaknesses. Therefore, the provider was unaware of the legal breaches of the Early Years Foundation Stage.

Staff seek advice from other professionals and families to ensure they are providing appropriate experiences to support children's needs. Staff welcome specialist support, such as speech and language therapist reports, and discuss and implement relevant strategies into practice where necessary. This shows that children's individual needs and development are being considered in relation to their starting points and interests. Therefore, overall, children are making suitable progress in their learning and developing

their skills for the future.



## 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>	EY372988
<b>Local authority</b>	Bexley
<b>Inspection number</b>	829301
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Elaine Rosemary Brown
<b>Date of previous inspection</b>	09/11/2009
<b>Telephone number</b>	0208 856 1994

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## Type of provision

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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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