

# Bellegrove Playgroup

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



## Inspection date

14 March 2016

Previous inspection date

27 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider monitors the work of the playgroup effectively. Working alongside her enthusiastic team, she ensures children have a wide choice of experiences and they are motivated to learn.
- The quality of teaching is good. Staff help children to build on what they know. For example, when children spot a ladybird in the garden area, staff extend their learning indoors with conversation about the number of legs on different insects and spiders.
- Children play cooperatively together and learn to take great care of their environment. They help each other by picking up dropped toys and books. With clear guidance from staff, children develop awareness of how to move around safely.
- Staff and parents communicate effectively to ensure continuity in the care of children between home and the playgroup. Parents make sure children attend well and develop a sense of belonging.

### It is not yet outstanding because:

- Staff have not taken up training to develop their good teaching further, particularly to provide challenging experiences for all children.
- The provider and staff are not making full use of children's assessment information to identify and address gaps in children's learning for groups of children as well as individuals. Staff are not using the information to check whether all groups are making the best possible progress.

## What the setting needs to do to improve further

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

- target staff's professional development opportunities more effectively to support staff in developing their good teaching skills
- enhance the use of assessment information to help staff identify and address gaps in children's learning, for groups as well as individuals, to support children in making the best possible progress.

### Inspection activities

- The inspector observed activities indoors and outside. She spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the provider.
- The inspector held discussions with the provider and the deputy manager.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those relating to checks on the suitability of staff.
- The inspector spoke with parents and took into account parents' written feedback to the nursery.

### Inspector

Christine Davies HMI

## Inspection findings

### Effectiveness of the leadership and management is good

The provider led improvements well since the last inspection with her good knowledge of the Early Years Foundation Stage. Well-qualified staff contribute ideas to provide a wide range of experiences for children in effective team meetings. However, they are not yet making use of assessment tracking information to strengthen their planning further for older and younger children. Staff take up essential training, for example to keep first aid and safeguarding knowledge up to date, although they have not recently prioritised training to develop of their teaching. Safeguarding is effective. Staff are knowledgeable about how to keep children safe and secure indoors and in the garden. They follow the setting's effective procedures, working with parents and outside agencies, to secure early help when they have concerns about a child's welfare or development.

### Quality of teaching, learning and assessment is good

Staff know children's individual needs and interests well as they carry out frequent observations. When working with the youngest children and those at an early stage of speaking English, staff demonstrate tasks carefully so children quickly acquire skills. In one-to-one conversations and whole group activities, staff allow time for children to think and respond so they become confident talkers. Children play and explore freely with the tactile and creative materials provided. Painting activities support the skills children need for mark making and writing. Children enjoy using their senses to investigate plants and hunt for insects outdoors. Staff adapt small world and construction activities frequently to match children's interests. Children approach the popular activities, such as magnetic blocks, enthusiastically; but without fresh challenges to extend their creative thinking, they soon move to something else. Staff introduce new vocabulary, such as positional words, skilfully with songs and repetition to support children's learning.

### Personal development, behaviour and welfare are good

Staff and parents work closely together to develop children's care routines at home and in the playgroup. Funded children attend well for their allocated hours. Progress checks for children aged two years fully involve parents. Effective communication at this stage ensures the needs of disabled children, and those with speech delay, are identified promptly and children get the early help they need. Staff promote healthy eating and exercise and good independence skills. Children respond well to staff's guidance and they learn patience and consideration. Older children gain confidence in their own ability as they anticipate and take their turns in the snack café and story time.

### Outcomes for children are good

With individual attention, children make good progress and are working within the range of development typical for their age groups. Older children are confident mark-makers and most can already accurately form letters and identify the sounds they represent. Children confidently use counting skills in their play. They have a good range of knowledge and the personal and social skills that prepare them well for the next stage of their learning, including moving on to school.

## Setting details

<b>Unique reference number</b>	EY372988
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1036465
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Elaine Rosemary Brown
<b>Date of previous inspection</b>	27 April 2015
<b>Telephone number</b>	07939127245

Bellegrove Playgroup registered in 1960. Registration transferred to the current provider in 2008. It is privately owned and managed. The playgroup is open each weekday, from 9am to 12pm, for 38 weeks of the year. The playgroup provides for children with special educational needs and disability. It provides for children who speak English as an additional language. It is in receipt of funding for early education for children aged two, three and four years. The playgroup currently employs five members of staff including the provider, all of whom hold appropriate early years qualifications.

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