

Broomhill Playgroup

Lutonia Hall, Broomhill Road, DARTFORD DA1 3HT



Inspection date	19 September 2018
Previous inspection date	15 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff support children's emotional well-being effectively. Children develop strong bonds with the staff and they settle quickly and comfortably in their care. Staff work well with other professionals to ensure individual children and their families are well supported. Parents comment on the 'kind and caring' staff team.
- The manager works closely with the playgroup committee to establish and reinforce her high expectations for the setting. She seeks the views of children, parents and staff to help her evaluate the provision and improve the playgroup continuously.
- Staff monitor and track children's development effectively. They work closely with the manager to recognise children's achievements and any gaps in their learning. Staff use this information to plan purposeful experiences to help support children's next steps in learning and develop the skills they need for their future learning.
- Children are learning to become confident communicators. Staff are focused on supporting children to develop good communication and language skills.

It is not yet outstanding because:

- At times, some staff move on quickly and children do not have sufficient time to share their developing knowledge and respond to questions being asked.
- Staff do not consistently make the most of the outside space to extend the learning experiences further for children who prefer to play in and explore the outdoor environment.

What the setting needs to do to improve further

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

- build on staff's interactions with children, to strengthen their use of questioning techniques to ensure all children have time to express their thoughts and ideas to extend their learning
- enhance the already good learning environment to support and engage children further who prefer to play outside.

Inspection activities

- The inspector spoke to key people and viewed individual children's development records.
- The inspector observed interactions between the staff and children in the inside space and the outside environment.
- The inspector carried out a joint observation with the manager.
- The inspector gained feedback from parents and children, and considered their views.
- The inspector looked at a range of documentation, including the setting's policies and staff's records.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of leadership and management is good

The manager monitors staff's practice well and offers regular support and coaching. She effectively supports them to attend regular courses and share practice ideas. This helps to enhance staff's knowledge and skills, and enables them to make positive changes to practice. For example, staff gain advice and training from other professionals. They use this information to help to ensure they have the confidence and skills to support individual children's care needs effectively. The arrangements for safeguarding are effective. The manager works to ensure the qualified and experienced staff have a good understanding of their roles and responsibilities. Staff are knowledgeable about current safeguarding issues and requirements, and the relevant policies and procedures to follow if they have any concerns. This helps ensure children are safe and their welfare is protected.

Quality of teaching, learning and assessment is good

Overall, staff are good teachers and recognise children's interests well. They plan relevant experiences to support their learning further. For example, staff extend children's interest in small play animals. They provide a large range of resources, such as simple books which show pictures of the animals in the wild. Children match the animals in the book to those in their play. They use their developing knowledge and mathematical skills to talk about and compare the animal's features, such as whether the cheetah has a long or short tail. Staff carry out regular, accurate observations of children in their play. They work closely with parents, other settings and professionals to gather and exchange information regarding children's achievements. Staff support families to help develop children's learning at home further. This helps to provide a consistent approach.

Personal development, behaviour and welfare are good

Children behave well. They independently show good manners and cooperation in their play. Staff consistently use simple techniques to encourage and support children to learn to share and take turns. For example, staff skilfully introduce a sand timer to help children to share a favourite dressing-up outfit. They explain this well and children recognise they need to share the outfit when the timer finishes. Staff maintain a safe and secure environment. They provide a good range of opportunities for children to be involved in the local community and develop an understanding of the wider world. For example, staff encourage children to make sounds with a range of instruments from around the world. They introduce a simple map and talk to the children about the different countries where the instruments have been made.

Outcomes for children are good

Children are keen, enthusiastic learners who enjoy challenge and persevere with simple tasks. They develop lifelong skills which support their independence and self-care. For example, at snack time children wash their hands without being reminded. They start to show developing skills as they peel fruit and pour their own drinks. Children progress well in relation to their starting points.

Setting details

Unique reference number	127056
Local authority	Kent
Inspection number	10060662
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	33
Name of registered person	Broomhill Playgroup Committee
Registered person unique reference number	RP522428
Date of previous inspection	15 July 2015
Telephone number	07866 320 664

Broomhill Playgroup registered in 1970. It is situated in Dartford, Kent. The playgroup opens on Monday and Friday from 9.30am to midday, on Tuesday and Thursday from 9.30am to 3pm and on Wednesday from 9.30am to 2.30pm, during term time only. It is in receipt of funding to provide free early education for two-, three- and four-year-old children. The playgroup employs seven members of staff, six of whom work directly with the children. Five members of staff hold early years qualifications at level 3 or above. The manager is qualified to level 4.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

