

Bellegrove Playgroup

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



Inspection date	3 December 2018
Previous inspection date	14 March 2016

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

This provision is good

- The manager and staff have a good understanding of the early years foundation stage framework. They use this knowledge to plan activities to support children's development. For example, staff support children's language development during regular show and tell activities.
- The manager supports staff to develop their skills and knowledge. For instance, they attend a range of training courses to help improve their teaching further.
- Parent partnerships are strong. Parents have constant access to information that shows how well their children are progressing. Staff regularly share children's next steps in learning, so parents can continue this learning at home.
- Children are confident, happy and demonstrate that they feel safe and secure. They build strong relationships with staff and peers.
- Although there are systems to monitor staff performance, these are not as effective as they could be, to help identify some weaker practice and raise the quality of teaching to the highest level possible.
- At times, staff do not allow children to express their own ideas, particularly during adult-led activities.

What the setting needs to do to improve further

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

- build on the existing monitoring of staff practice to help them achieve higher-quality teaching and learning for children
- provide further opportunities, particularly during adult-focused activities, that allow children to express their own creative ideas.

Inspection activities

- The inspector observed the quality of teaching during activities.
- The inspector sampled relevant documentation, including suitability of staff working at the pre-school.
- The inspector and manager carried out a joint observation.
- The inspector spoke with the manager, parents, staff and children at relevant times during the inspection.

Inspector

Tracey Murphy

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that all staff are suitable to work with children. She regularly reviews staff suitability checks to ensure their ongoing suitability to work with children. The manager and all staff have a secure understanding of what to do if they have a concern about a child. They refresh their knowledge through training and staff meetings, where they also evaluate and discuss the effectiveness of the provision. The manager has a robust recruitment process in place, including clear vetting and induction procedures. The key-person system ensures staff are knowledgeable about children's progress, and the manager and staff successfully track children to ensure any gaps in children's development are addressed quickly.

Quality of teaching, learning and assessment is good

Staff identify children's starting points and use these to plan activities to help children make further progress in their development. Staff use observations, assessments and tracking to help identify any develop gaps and next steps in children's learning. Staff extend children's play well. For instance, they offer props such as stethoscopes for children to listen to the 'patient' during doctor's role play. Parents know and are happy with what their children are learning. For instance, they receive regular updates and ideas about how to support their children's learning at home. Children develop early mathematics skills, counting and matching patterns of dots during a game of dominoes, for example. Staff support children's early literacy skills as they effectively question children to recall phrases during familiar stories.

Personal development, behaviour and welfare are good

Staff are positive role models, and children are polite and behave well. Children are confident and develop good social skills. For example, they happily share and take turns with resources. Children know the routine of the day. For example, they choose their names from the table to put them on their coat peg each day. Children confidently talk about their toy from home during the show and tell activity. Staff support children to be independent and healthy. During snack time, children have opportunities to pour their drinks and eagerly talk about their favourite fruit.

Outcomes for children are good

Children make good progress in relation to their individual starting points. They develop skills for the next stage of their learning and in readiness for school. Younger children develop their early writing skills as they make marks to represent their name. Older children write recognisable letters for their name to sign cards.

Setting details

Unique reference number	EY372988
Local authority	Bexley
Inspection number	10074105
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	22
Number of children on roll	14
Name of registered person	Brown, Elaine Rosemary
Registered person unique reference number	RP910632
Date of previous inspection	14 March 2016
Telephone number	07939127245

Bellegrove Playgroup registered in 1960. Registration transferred to the current provider in 2008. It is privately owned and managed, and located in Welling, Kent. The playgroup is open each weekday from 9am to midday, for 38 weeks of the year. It is in receipt of funding for early education for children aged two, three and four years. The playgroup currently employs four members of staff, including the provider, all of whom hold appropriate early years qualifications.

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.

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