

Inspection of Petts Wood Playgroup for Children With Special Needs

URC Willettt Way, Petts Wood, ORPINGTON, Kent BR5 1LH

Inspection date: 15 March 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally well supported in this specialist provision for children with special educational needs and/or disabilities (SEND). Their emotional well-being is paramount. Staff treat children with tremendous respect and dignity in every interaction that takes place. Children learn to be resilient and show great determination, even when they face challenges. Staff gently and calmly encourage children's efforts throughout each activity. For example, children develop their physical skills using the climbing apparatus in the garden and staff gently encourage them to wait for their turn as they slide down. Staff provide lots of praise when children succeed. This helps to develop children's confidence and self-esteem.

All children thrive in this extremely happy and fun playgroup. Children benefit from a curriculum that is organised and planned individually for them to reach their full potential. The environment and excellent interactions with staff support all children to access activities and learn as they play. As children become more confident, staff support them to interact purposefully, encouraging them to think about others as they share each other's space. As a result, children develop an awareness and understanding of their emotions. All children are listened to and understood. Their behaviour is exemplary.

What does the early years setting do well and what does it need to do better?

- The manager and staff team clearly explain what they want children to learn. They plan a highly ambitious curriculum that is focused on developing children's language, social and independence skills. Children use visual cues, picture exchange communication systems, and verbal language to express their wants and needs. Staff consider children's interests and previous experiences to support their learning. Staff provide targeted challenge and support for each child. For example, staff work with other agencies involved with children to enhance their learning further through individual targets set.
- Staff speak with parents, carers and other agencies, and carefully observe children's abilities from their first day. This helps them to precisely identify and build on what each child knows and can do. Staff plan an exceptional range of activities to engage children in their discovery and learning. Children investigate and immerse themselves in their play. For example, staff support children to be around others as they play in the kitchen role-play area to eagerly sort different foods. Staff are animated as children take turns to test the speed that they can roll cars down the ramp in the garage.
- Children's communication and language skills are developed superbly well. Staff eagerly explain to children what is happening around them and when engaged in activities. For example, staff introduce new vocabulary to children, such as

'wavy' when they make marks in the sand with tools.

- Staff foster excellent relationships with parents and carers. They provide parents with support through the education, health and care plan pathway. Staff signpost parents to specific organisations that can help and support them. Parents speak very highly of the playgroup. They comment about how their children have become extremely confident and have made amazing progress.
- Staff work well to promote children's healthy lifestyles. Children are encouraged to make a choice for snack time. They have opportunities for daily exercise. Children develop skills and achieve targets to support their physical development. For example, children navigate the steps in the soft-play room. They enjoy the challenge of climbing bridges and ladders on the specially designed train in the garden to incorporate children's physiotherapy targets.
- Staff work exceptionally well with other agencies involved in the lives of the children. They very carefully plan and deliver any changes for children. For example, children are supported with objects of reference during transition times. This includes sharing information when children first start at the playgroup with portage services and when they eventually move on to school through detailed transition reports.
- Staff give superb attention to continually improving and developing their practice. Staff regularly attend training to support children's learning styles. For instance, the manager has organised training to support staff to teach children with Down's syndrome, and working with speech therapists to encourage children to build muscles to swallow foods.
- The manager and staff team are committed to reflecting on and evaluating what they do. They raise funds to purchase equipment for children to enhance and support their specific targets, such as the recently installed sensory room. The manager completes thorough induction and ongoing mentoring during regular reviews and staff meetings. Staff confirm that they feel listened to and very much supported within their work family.

Safeguarding

The arrangements for safeguarding are effective.

The manager has precise and safer recruitment procedures to ensure that all staff are and continue to be suitable to work with children. She supports staff to pay excellent attention to continuing to develop their knowledge of child protection. Staff have a highly detailed awareness of modern-day issues, such as children and families at risk of radicalisation and online safety. Managers and staff know how to manage allegations about staff conduct. Staff have clear policies and procedures in place. They implement these into practice, particularly regarding children's medication.

Setting details

Unique reference number	137332
Local authority	Bromley
Inspection number	10137811
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 5
Total number of places	15
Number of children on roll	32
Name of registered person	Petts Wood Playgroup (For Children with Special Needs) Committee
Registered person unique reference number	RP910834
Telephone number	01689 872 053
Date of previous inspection	21 April 2016

Information about this early years setting

Petts Wood Playgroup for Children with Special Needs registered in 1993 and is located in the London Borough of Bromley. The playgroup opens during term time from 9.30am until 12.30pm, Monday to Friday. It employs three members of childcare staff and the manager holds an appropriate early years qualification at level 4 and a professional nursing qualification. The playgroup provides funded early education for children aged two, three and four years with SEND.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed interactions between staff and children and discussed these with the manager.
- Parents spoke to the inspector during the inspection to share their views.
- The managers showed the inspector documentation to verify staff's qualifications and the suitability of staff.

We carried out this inspection 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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