

# Inspection of The Brent Playgroup

Brent Methodist Church, St. Vincents Road, Dartford DA1 1XF

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Inspection date:

8 November 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

Children are eager to arrive at this setting. Staff greet children and their parents warmly at the door and welcome children in with a smile. Staff are kind and caring towards children, who feel safe in the setting.

Children, in the main, play well together. They are supported by adults who remind them to take care of themselves. Most children listen to adults and follow instructions. However, staff do not give some children enough support to understand what is happening next and what is expected of them. This means some children feel unsettled and become upset during daily routines.

Children benefit by being provided with activities that they are interested in. For example, they enjoy exploring the doctor's kit and dressing up. However, some children's needs and interests are not expanded on to support them to become engrossed in their play. As a result, some children become restless and wander around. Children benefit from rhymes and songs shared throughout the day and most children join in with the actions, supporting their developing communication and language skills.

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

- Staff interactions with children are positive. Children are eager to share with adults what they are doing or playing with. However, staff do not consistently support children to manage their own behaviour. As a result, there are moments when children become upset and opportunities to support them to share or take turns are missed.
- Children are encouraged to make choices. For example, at snack time, they choose the drinks and snack they would like. They are encouraged to pour their own drinks and make their own decisions. They enjoy setting up a dinosaur mat with dinosaurs to play with independently.
- Staff can talk about children that they have known for a long time. However, staff do not always know enough about new children's starting points to ensure they meet their needs. For example, they do not know what languages children speak at home to support them settling in.
- Parents are positive about the setting and mention that the staff are friendly and approachable. They comment that it feels like a community. They report that they are given ideas of how to help their children learn at home. For example, staff give parents book packs to encourage them to share stories.
- Staff set out activities and resources that they know children have played with before. However, children's individual needs and interests are not always expanded on to ensure children are fully engaged and challenged in their play. For example, staff did not recognise that children were interested in mark

making with different materials, and failed to make use of this learning opportunity.

- The manager has a clear plan for taking the setting forward, and is positive and proactive in her approach to the challenges and changes that the setting has faced. She is committed to making improvements and supporting practice and provision. She effectively engages with support, for example, from the local authority. However, changes are yet to be fully embedded to impact on the quality of teaching and learning that children receive.
- Staff have utilised the outdoor space well to provide children with a range of opportunities, even though the space is quite small. The manager has plans to develop the outside space further to support children's engagement and experiences outside.
- Staff promote rhymes and songs and use these to encourage children's communication and language skills. Children delight in hearing 'Row Your Boat ' as they prepare to go home. However, not all staff are utilised effectively enough to model language or encourage children to join in. Staff are sometimes occupied with tasks such as tidying up rather than supporting the children. This means not all children receive consistent support to develop their listening and communication skills fully.
- Children with special educational needs and/or disabilities (SEND) have individual plans in place to support them. The setting works closely with other agencies to ensure consistency in care and learning. However, at times, children who particularly rely on knowing the routine, do not receive enough support from staff to understand what is happening next and what is expected of them. This impacts on some children's emotional well-being and engagement in activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff ensure risk assessments are in place and hazards and risks are identified and minimised, so that children are not at risk. All members of staff are able to explain what they would do if they were concerned about a child. They explain where they can find information about who to contact and know what to do if they are worried about a member of staff. They have recently attended safeguarding training to ensure they have up-to-date knowledge about safeguarding issues. The manager has effective processes in place for recruiting new staff and clearly understands her role and responsibility to keep both children and staff safe.

## **What does the setting need to do to improve?**

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

- ensure staff find out sufficient information prior to children starting to support them settling in, especially for those children who speak English as an additional language
- ensure all staff know what children's individual next steps are, to enable them to plan an environment which extends and challenges children's learning and supports their progress
- develop staff's skills in their interactions with children so that children are fully supported and engaged within their play
- improve staff's awareness of how to provide consistent support for all children to understand the daily routines and what is expected of them, in particular those children with SEND.

## Setting details

<b>Unique reference number</b>	2660402
<b>Local authority</b>	Kent
<b>Inspection number</b>	10261157
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Barden, Kirsty
<b>Registered person unique reference number</b>	2660401
<b>Telephone number</b>	07447494693
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Brent Playgroup registered under its current registration in 2021. It is located in Dartford, Kent. The setting receives funding for free early education sessions for children aged two, three and four years. The setting is open during term time only, Monday to Friday from 8am to 1pm. There are seven staff members. Of these, one holds a level 6 qualification, five hold qualifications at level 2 and 3 and one is unqualified.

## Information about this inspection

### Inspector

Victoria Salisbury

## Inspection activities

- This was 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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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