

Inspection of The Brent Playgroup

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

Inspection date: 14 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The provider has not addressed weaknesses that were raised at the last inspection. As a result, the provision for children has not improved and there is now an impact on children's welfare and development.

The key-person approach does not meet the needs of children effectively. For example, staff do not ensure that they know enough about children who speak English as an additional language. Despite this, some children settle well. However, staff do not work with parents well enough. Staff do not ensure that information is shared about changes to children's behaviour to enable them to work together consistently. In addition, staff do not take enough swift action when they observe changes in children's behaviour to explore if it is potentially a safeguarding concern. Staff's lack of understanding of their roles and responsibilities and the limited support they receive, significantly impacts on the day-to-day experiences of children.

Children do not have access to a varied curriculum to support them to engage in learning. Staff put toys out that children like playing with to keep them occupied. For example, children like playing with trains in the outside area and a range of materials on a creative table inside. However, there is little support from staff to help children focus and engage in meaningful learning. Staff have identified next steps in some children's learning, but these are either not appropriate for their development or rarely implemented. Children with special educational needs and/or disabilities (SEND), in particular, receive poor quality care and education. For example, they often wander around with little purpose and staff do not recognise how to help them engage in play.

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

- The provider has not taken steps to improve the setting since the last inspection. She has put a new manager in place, who started in the role several days before the inspection. The new manager has a range of plans and has begun to support positive change. However, these changes are in the early stages. Prior to this, the provider has not taken any meaningful action to implement sustained improvements for children.
- Staff do not have a clear understanding of their roles and responsibilities. Staff who take on lead roles have not had suitable training and support to help them fulfil these appropriately. Staff state that they have not had suitable one-to-one support and have voiced their concerns about this. However, the provider does not ensure that she makes herself available to address any issues in a timely manner. Staff report a lack of confidence in their roles, which impacts negatively on their well-being. This has a significant impact on the quality of care and

teaching that children receive. Children do not learn a range of skills and are not prepared for their next stage of learning at school.

- Children with SEND have limited support from staff to ensure their needs are met effectively. Staff do not implement strategies that have been advised by other professionals to support children's learning and access to the curriculum. For example, children with SEND do not understand when all the children have been asked if they want to go into the garden, as staff do not make any attempts to communicate in ways that will help children understand this choice. Staff do not recognise that all the children left playing inside are children with SEND. At times, this lack of support significantly impacts on children's emotional well-being.
- Staff do not work well enough with parents, with particular regard to support for children's behaviour. They do not ensure that they give parents suitable information about their observations of children's behaviour and discuss parents' experiences at home. As a result, parents do not receive appropriate feedback. Children do not receive clear support and boundaries for their behaviour.
- Staff do not know individual children well enough in order to meet their needs effectively. In particular, for children who speak English as an additional language. Staff could not share any examples of how they have developed practice in order to meet the needs of these children. Consequently, staff do not know enough about the individual needs of children to be able to offer suitable support to meet their needs.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not act in a timely manner when they notice changes in children's behaviour that could indicate a risk of harm. Although staff have received safeguarding training, they are not confident to adapt the information to understand when something may be a safeguarding risk. Staff are unsure of where the safeguarding policy is, in order to check it if needed. However, they are aware of how to report concerns to the designated safeguarding lead and to the local authority. They know the action to take if they have concerns about a member of staff working with children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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gain a clear oversight and governance of the setting and provide clear and appropriate support for staff, to ensure that all areas of weakness are identified and appropriately addressed	05/10/2023
ensure staff have a clear understanding of their roles and responsibilities and receive effective training and mentoring, to support their well-being and raise the quality of teaching	05/10/2023
ensure that the needs of children with special educational needs and/or disabilities are met through agreed strategies that are understood and consistently implemented by all staff	05/10/2023
improve partnership working with parents to enable a two-way flow of information to help support children's care and learning, with particular regard to behaviour so children benefit from a consistent approach	05/10/2023
improve staff's safeguarding knowledge to ensure that they recognise matters that may link to potential safeguarding concerns, and are confident in their knowledge to address these promptly to protect children from harm	05/10/2023
implement an effective key person system so staff can fully support the needs of all children, to include children who learn English as an additional language, to ensure their individual needs are known and well supported from the very start.	05/10/2023

Setting details

Unique reference number	2660402
Local authority	Kent
Inspection number	10303737
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	33
Name of registered person	Barden, Kirsty
Registered person unique reference number	2660401
Telephone number	07447494693
Date of previous inspection	8 November 2022

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 eight staff members. Of these, six hold qualifications at level 2 and 3.

Information about this inspection

Inspector

Sarah Taylor-Smith

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- 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.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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