

Inspection of Broomhill Playgroup

Lutonia Hall, Broomhill Road, DARTFORD DA1 3HT

Inspection date: 19 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

On arrival at this small playgroup, children and parents receive a warm welcome from the friendly and passionate staff. They ensure that children's emotional needs are well met and effectively support them when they find the morning transition difficult. This has a positive impact on the children that attend. They soon settle into the morning routine and become engaged in their learning and play. Children demonstrate that they feel happy and safe in the nurturing environment that is created here.

The dedicated team have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Staff regularly monitor children's progress across all areas of learning and development. This ensures that any gaps in children's learning are quickly highlighted. The special educational needs coordinator (SENCO) swiftly implements personalised plans. They work closely with other professionals and parents to enable a consistent approach between the home and other settings that children also attend.

Children of all ages behave well during their time at the playgroup. The staff share their golden rules with children as part of their morning routine. Children freely contribute to the discussions and can be heard telling staff, 'We walk inside but can run in the garden' and 'We use kind hands because we are all friends'. This has a positive impact on children's personal, social and emotional development.

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

- The environment is well planned to meet the children's needs as the staff know their children well. The new leadership team have recently made positive changes to both their environment and curriculum planning to support children's independence in play. For instance, children are highly engaged as they lead their own learning through play. Children of all ages work together, share and take turns as they role play in their new 'restaurant' together. They routinely invite staff into their play. They confidently take orders, making marks on note pads and bringing back some change as they work out the cost. Children are more than ready for their next stage of learning, particularly school.
- Staff generally support children's communication and language well and teaching is strong overall. For example, children and staff enjoy singing nursery rhymes together and sharing story books. Nonetheless, there are occasions such as during adult-led activities that staff do not always effectively support the development of children's vocabulary and extend their knowledge. For example, as children learn about new things staff do not consistently hold discussions with children to introduce new words and concepts to fully support their growing understanding.

- Staff have high expectations for children's behaviour and conduct. Children understand what is expected of them and respond positively to staff. For instance, during meal times children sit and eat together sensibly. When they have finished eating, they place their dirty items in the corresponding bowls and place all their rubbish into the bin. They readily offer to help staff to clean the tables and enjoy the responsibility of carrying out these small tasks. Children develop a good understanding of why behaviour rules are in place, staff implement a consistent and fair approach that is embedded in their daily routines.
- Children develop good health through regular physical exercise and learn about healthy food choices. For example, children access the large garden at the playgroup. They join in with group activities such as 'ribbon dancing'. They learn about different movements and shapes as they dance and move freely around the garden while being supported by staff. Children take part in cooking sessions where they learn about how to prepare a range of healthy balanced food. This has a positive impact on their both their physical and emotional health.
- All staff speak positively about their long-standing roles at the playgroup. The new management team are passionate about improving the outcomes for all children and families in their care and are making positive changes and ongoing improvements. For example, the playgroup are looking for new premises to enable them to increase their sessions times.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance staff's knowledge and understanding to enable them to consistently support children's communication and language development.

Setting details

Unique reference number	127056
Local authority	Kent
Inspection number	10350948
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	30
Name of registered person	Broomhill Playgroup Committee
Registered person unique reference number	RP522428
Telephone number	07866 320 664
Date of previous inspection	19 September 2018

Information about this early years setting

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 five members of staff. Four members of staff hold early years qualifications at level 2 or above.

Information about this inspection

Inspector

Nicky Webb

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.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between staff and children.

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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