

Bethersden Playschool Ltd

Inspection report for early years provision

Unique reference number EY270461
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Inspector Clementina Ogunsanwo

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Bethersden Playschool Ltd opened in its current premises in 2004. It operates from one room within a modular building in the grounds of Bethersden Primary School in Ashford, Kent. The group serves the local area. The setting is registered to care for no more than 15 children in the early years age group. There are currently 26 children on roll, of whom 21 are funded.

Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities. The group opens five days a week during school term times. Sessions are from 09:00 until 15:00 on Monday, Tuesday and Thursday, and from 09:00 until 12:30 on Wednesday and Friday. There are eight members of staff who work with the children on a part-time basis. Four members of staff have National Vocational Qualifications at level 3, one has a level 2 qualification and three members of staff are unqualified, with one commencing childcare training in September. The setting receives support from the Early Years Advisory Teacher.

The playschool is registered on the Early Years Register and has links with the host school. There is full disabled access.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's learning is promoted exceeding well in a caring and nurturing environment. An inclusive and welcoming service is provided which meets the needs of all children. Staff actively encourage all children's participation in the full range of activities and use of resources, including those children with learning difficulties and/or disabilities. Parents and carers are very happy and confident about the quality of care and support their children receive. Total commitment to improvement is evident through self-evaluation procedures and the playschool has excellent capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop the outdoor learning environment to enhance children's physical play opportunities

The leadership and management of the early years provision

Leadership and management are outstanding. Policies are accessible, well maintained and regularly reviewed. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children and keep

them safe. Self-evaluation is accurate and staff have good access to training programmes and support from external agencies, which assists them in improving the quality of provision. Staff work well together as a team which ensures a consistency of approach in the planning and assessment of children. All children are fully included in the range of activities and use of equipment. The club is well resourced and makes effective use of the indoor accommodation to facilitate children's exciting play sessions and exploratory learning opportunities. The outdoor environment is used well for gardening and active exploration of its natural features and habitats, although there is still some way to go to make sure the whole of the outside area is used efficiently. The playschool maintains very positive links with parents which enhance the continuity in children's learning. Parents contribute valuable background information about their children on entry to the playschool and contribute to ongoing assessments of children's progress which assists staff in addressing the individual needs of the children. Parents are regularly informed of the playschool activities, events and their children's progress through open afternoons. They are very happy with the setting and those parents spoken to responded very positively, saying, 'It is excellent and a very wide range of activities are thoughtfully provided for the children.'

Planning is comprehensive and covers all areas of learning. Staff use information from their ongoing assessments of children very well to plan a wide range of interesting activities that sustain the children's interest. For example, staff use the outcome of assessments to creatively plan the next steps of children's learning and address any identified gaps to ensure children's access to a rich curriculum. Leaders have effectively addressed the issues identified during the previous inspection.

The quality and standards of the early years provision

The playschool provides a wide range of stimulating and exciting activities and the children's welfare is promoted well. Children enjoy and enthusiastically take part in the activities provided. Children in all groups are treated equally and given the same opportunities. They confidently approach staff and engage in lively conversations, for example, one child expressed his observations of the moving snail in his palm, saying, 'It is warm and sticky'.

Children make a brilliant start to learning through valuable opportunities to learn through a lively and interesting range of activities which allows them to explore and learn about the environment. They have valuable opportunities to learn through regular exploration of natural features, noting similarities and differences. They express delight when they have found new objects or living creatures which is a boost to their self-esteem. One pupil proudly displayed his preserved woodlice in a bowl for other children and staff to see.

Children are developing effective communication skills through regular sharing of their news and experiences, during which they express themselves clearly and confidently. Staff carefully use the information from previous assessments of what children know and can do to carefully plan activities that take them to the next stage in their learning. Subsequently, pupils are making very good progress. The

celebration of cultural activities such as the Chinese New Year is helping children to develop awareness of other cultures. Staff have high expectations of pupils' behaviour and, consequently, behaviour is outstanding. Children play well together and are happy to share resources and equipment.

Staff positively interact with the children and support them well during activities, which increases children's confidence in approaching staff and continually asking questions. This good attention to learning contributes very well to the children's future economic well-being. Children are developing independence and are able to wash and dry their hands after activities and put on aprons with minimal assistance. They make a positive contribution, acting as daily helpers and tidying up resources after use. Staff supervise children well during activities, which promotes their safety and well-being. Children have continual access to drinking water and are provided with a healthy selection of fruit and milk during snack times, which is an enjoyable and popular event. Physical development is good and children undertake number games and explore the range of sounds made by different musical instruments. The indoor learning environment is spacious and colourful, with attractive displays of children's work. Staff make effective use of the indoor environment by adapting it regularly to ensure children's access to a wide range of activities. Children have direct access to the safe and secure outdoor play area which supports children's play opportunities well.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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