

# Murston Playschool

Inspection report for early years provision

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<b>Unique reference number</b>	EY418926
<b>Inspection date</b>	22/11/2011
<b>Inspector</b>	Jane Wakelen

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<b>Type of setting</b>	Childcare - Non-Domestic

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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Murston Playschool is a privately run child care setting. It was re-registered with the present owner in 2010. The playschool operates from a hall in Murston, Sittingbourne, Kent. The setting has one main room, with a kitchen area and toilets, all one ground floor level. There is an outdoor area suitable for outdoor play. It is open each weekday, term time only from 9am to 12 noon. On Wednesdays there is a lunch club operating between 12 noon and 1pm. The playschool is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children in the early years age group may attend at any one time. There are currently 34 children aged from two to under five years on roll. The setting provides funded early education for three and four-year-olds. There are seven members of staff, six of whom hold appropriate early years qualifications to at least level 2 and one member of staff working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The playschool provides a safe, welcoming environment for children. They settle well and make sound progress in their learning and development. However, the planning for individual children does not always provide sufficient challenge to extend their learning in all six areas equally, especially numeracy and information and communication technology. Staff work well in partnership with parents, keeping them fully informed about their child's development. These good relationships are further supported by the involvement of outside agencies when appropriate, to meet children's individual needs. The staff are motivated and have implemented a system of self-evaluation to identify strengths and weaknesses within the setting, supporting continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the observation process to analyse learning taking place, and use this information to plan for the next steps in children's development, ensuring all areas are given equal consideration
- provide opportunities for children to practise and extend their skills in Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding
- improve opportunities for children in using a range of information and communication technology to include cameras, photocopiers, CD players,

tape recorders and programmable toys in addition to computers.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good knowledge about how to keep children as safe as possible. They all attend training for safeguarding and understand the procedure to follow if they have any concerns about children in their care. The well-written policies and procedures underpin the care and education provided and are shared with the parents, keeping them informed of the playschools role and responsibilities. Staff carry out daily and monthly risk assessments and record these appropriately, enabling children to play in safe, secure premises. Fire drills are practised regularly with the children and a written record kept of the evacuation procedures. Staff talk to the children about keeping themselves safe, which is demonstrated in children's play. For example, children understand the importance of being careful with scissors and can explain why.

Children play in a welcoming environment with access to a satisfactory range of equipment placed around the room to reflect the six areas of learning. Children move around the setting, making choices from the activities that have been pre-selected or self-select from additional resources stored at a low level. The owner has implemented a system of monitoring the room and resources and has organised to give each member of staff an area of responsibility within the setting. Outside agencies are also involved in making improvements, such as the setting improvement partner. Resources reflecting positive images are accessible in the form of posters, books and small world toys. Children can choose to dress up in costumes associated with different cultures or have the opportunity to taste different foods. Staff adequately promote equality and diversity, introducing some activities to introduce different celebrations from other cultures.

Staff have highly positive relationships with parents and carers enabling children's individual needs to be met. Parents views are sought through questionnaires and daily verbal communication and used to make changes to how the setting works. Parents are given a prospectus about the setting when their children start, which includes all the policies and procedures. This enables parents to be fully informed of the role of the playschool and what it provides for their children. The registration form and initial profile form, gives the key person the relevant information to begin to plan for the individual needs of the child. Regular newsletters are issued keeping parents fully informed about events in the future and contain a different policy each time, to enable parents to review them. They also receive information of activities that parents can continue at home, to support their child's learning. Children's learning journals are easily accessible and parents are encouraged to look at them frequently, or take them home to read. Parents are encouraged to contribute to their child's learning journey and keep the key person informed of any new areas of development. Partnerships with outside agencies are well established. These help the staff to address specific areas of development within the playgroup that benefits the children and helps them achieve their full potential

The owner has recently taken over the setting and is motivated to provide good quality care and education for all the children attending. She involves the staff in the self-evaluation process to identify the strengths of the setting and the areas to develop. This enthusiasm and commitment encourages all staff to become involved in decision making and actively work at making improvements. The owner has introduced several systems for monitoring and evaluating the provision to promote outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Adults have a sound knowledge of the learning and development requirements and use this knowledge to plan activities based around children's individual interests. They carry out regular observations of children's learning, but do not always identify the learning that has taken place through evaluation. Therefore, planning is not always effective or used creatively to provide exciting activities to extend children's learning and provide sufficient challenge. They use a reasonable range of teaching methods and adequate resources to provide a range of activities that engage children's attention. Children make a choice of playing inside or outside, enabling all children's learning styles to be accommodated. Children enjoy opportunities to use the sit and ride cars in the garden and develop their imagination with the plastic crates, building buses and trains. The range of large toys for indoors and outdoors enables children to develop their gross motor skills well.

Children enjoy looking at books in the welcoming book area, often sitting reading to themselves or a friend. Staff are good at encouraging children's language skills and use open-ended questions, to support children's thought processes. Makaton signing is encouraged at snack time giving children another means of communication. Children have daily opportunities to make marks with a variety of crayons, pencils and chalks and recognise their names during self-registration or to find their coat peg. However, the use of labels is limited, preventing children having opportunities to recognise familiar words and begin to link letters and sounds. Children enjoy creative opportunities, such as painting or collage, and use the role play area to develop their imagination.

Children have good opportunities to learn about a healthy lifestyle. Children understand the importance of personal care routines, such as washing their hands before eating and after using the toilet. They demonstrate good independence skills, choosing from the healthy snacks, pouring their drinks and putting different spreads on their toast. They can access drinking water throughout the session. Daily opportunities for outdoor play fully promote a healthy lifestyle.

Children learn about keeping themselves safe as staff talk to them about road safety. They learn safe places to cross the road using the zebra crossing mat in the garden and learn to recognise the meanings of the green and red man on the crossings. Visits by the police community officers and the firemen help to reinforce children's understanding about keeping themselves safe. Children feel safe and

secure within the setting and reflect this in their confidence to move around the room making choices and asking the staff for support. Children are familiar with the routine of the session and help to tidy away some of the toys, or help to sweep the sand, learning to take on responsibility. They behave well and develop strong relationships with the staff and their peers. Children play well independently or in groups, learning to take turns and share the toys. Children show a good understanding of diversity engaging in a range of activities and experiences to support this.

Children generally make satisfactory progress in numeracy and skills relating to information and communication technology. The resources for these two areas are limited within the setting. Staff have not yet fully established activities to effectively promote these two areas. Children sing number songs and are encouraged to count during their play. They use some mathematical language when they play with the dough or talk about items in their environment. For example, children talk about the small shell or the big bucket. Children show confidence in making choices in the playschool and develop good co-operation and negotiation skills. Children's communication skills are fully supported and staff encourage children to talk in small and large groups. Overall, children generally secure the skills they require in order to progress their learning for their future.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

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