

# Swallow Risers Playgroup and Out Of School Club

Maudene School, Swallow Rise, Chatham, Kent, ME5 7QB

<b>Inspection date</b>	04/07/2014
Previous inspection date	07/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
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## The quality and standards of the early years provision

### This provision requires improvement

- Staff interact kindly and positively with children and their families. Consequently, children settle well.
- Staff promote children's independence, so they become confident and make choices in their play and learning.
- Staff use effective questioning techniques to prompt children to think, reason and solve problems.

### It is not yet good because

- Management do not monitor practice well enough to identify and remedy inconsistencies. Consequently, the quality of teaching and planning is variable.
- Some documents were not available for inspection and this is a breach of requirements.
- Partnerships with local schools are not fully developed, to enhance the experiences for children in the out-of-school club.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke with the manager, staff, parents and children.
- The inspector examined a range of documentation including policies, risk assessments and children's records.
- The manager and the inspector carried out a joint observation.
- The inspector spoke with the local authority adviser and a member of the committee.
- The inspector observed activities indoors and outside.

## Inspector

Annette Blundred

## Full report

### Information about the setting

Swallow Risers Playgroup and Out Of School Club is run by a voluntary committee. It registered in 1993 and serves the local community. The group operates from a mobile building in Chatham, Kent. There is a large enclosed outdoor play area. The playgroup is open Monday to Friday from 9am to 3.20pm. The breakfast club operates for 7.30am until 8.50am and the out-of-school club opens from 3.30pm to 6pm. Both operate during term time only. The group is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 56 children aged from two to five years on roll. The playgroup is in receipt of funding for free early education to children aged two, three and four years. Staff support children who have special educational needs and/or disabilities. The group employs 11 members of staff. The majority of staff hold appropriate early years qualifications at National Vocational Qualification level 2 or above. The playgroup receives support from the local authority and is a member of the Pre-school Learning Alliance.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the quality of teaching is consistent through the monitoring of staff interaction, observations and planning, by improving staff supervision to provide support, coaching and training for the practitioner to promote the interests of children
- ensure that all documentation is complete, up to date and available for inspection.

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

- develop stronger partnerships with local schools to enable staff to provide activities for children that complement their day at school.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff provide a welcoming environment and a range of resources indoors and in the outside area that promotes children's learning and development. Children enjoy access to the garden throughout the day and staff encourage them to make choices, promoting their independence and helping them to take responsibility for their own learning. Staff use appropriate questioning techniques to encourage discussion and enable children to

think for themselves. For example, they ask 'What will you need?' and 'What would happen if?' when children are cutting, sticking and expressing themselves in creative activities.

Staff have a sufficient knowledge of the Early Years Foundation Stage. They promote the seven areas of learning. They promote children's thinking and vocabulary. For instance, they explain that plants 'shrivel up' without water and ask children why they think this is. Staff provide a variety of non-fiction and story books for children to choose and they look at these independently or with an adult. Staff provide pictorial labels and numbers around the setting so that children learn that print carries meaning. Children gradually learn to recognise their own names and there are opportunities for them to experiment with mark-making to develop their early writing skills. Similarly, staff enable children to enjoy a variety of songs and rhymes. They support this with interactive clapping games so that children learn about rhythm. This is a further skill to support literacy development. Children also enjoy using musical instruments to support this. Staff develop children's understanding of mathematical concepts by counting during play, exploring shapes and sizes and scoring during games, for instance, when playing skittles outdoors.

There is a range of child-initiated and adult-led activities and staff contribute appropriately to support children in their learning. Staff teach children about the natural world and wildlife. Occasionally, small groups visit the woods, which are close by. Staff enable children to explore. They learn about bugs and worms, caterpillars and butterflies. In the setting, they observe the caterpillars form a chrysalis. They also regularly observe and examine snails, which are in a tank. Staff also teach children about the wider world. They learn a little about other cultures through books and small world toys. For instance, they read about different types of homes and some children construct them in their play. Staff introduce children to cause and effect toys and to computer skills, which they enjoy. They experiment with a variety of craft materials in activities such as cutting, sticking, printing and making rubbings from the natural materials in the outside area.

Staff gather some information from parents of new children about their starting points, likes and dislikes. However, these are not in sufficient detail to assist planning. Staff complete the progress check for two-year-old children and share these with parents. This facilitates identification and discussion of any possible learning needs and enables parents to be involved in their child's development. Parents state that the pre-school staff are proactive in identifying children's needs and that they are very supportive of children with additional needs. The pre-school staff are inclusive in their practice.

The key staff observe children as they play. However, because the quality of teaching is variable, not all staff plan clearly defined next steps for children. Planning is flexible and often takes account of children's needs and interests. However, because of the weaknesses in the assessment process, not all activities provide sufficient challenge for some children.

Children are making suitable progress in their learning and development. This is a result of the staff team beginning to gain a more secure knowledge of how they can support children and extend their learning. Staff liaise with parents verbally each day, and through more formal parents' evenings. Parents are very positive about the pre-school. They know

exactly what their children are doing during their sessions. They comment that their children enjoy the activities, are making progress, that they are gaining in confidence and that and that the staff are preparing them well for starting school.

### **The contribution of the early years provision to the well-being of children**

Children visit the setting with their parents before they start. This helps them to settle, form relationships with staff and become familiar with the environment. The manager allocates a key person when children start. The setting are also starting to introduce a 'buddy' member of staff who helps to support the main key person in case of absence or part-time working. This helps to strengthen children's level of attachment and further develop their relationships with key staff, making them feel secure. Parents comment that they are very happy with the key-person system in the pre-school.

In order to support children's safety and well-being, management have recently devised more robust risk assessments. Staff have also improved their daily safety checks to provide a more hygienic and safe environment in which children can play. They follow clearly defined hygiene routines when changing nappies, and at meal times, to protect children's health. Similarly, staff have stringent procedures and timescales for nappy changing. Procedures for recording details of any accidents are thorough. However, there are some inconsistencies in practice when members of staff do not fully appreciate the importance of completing the paperwork regularly.

Overall, children demonstrate positive behaviour and they respond well to staff who encourage children to share equipment. Staff use positive comments and praise to raise children's self-esteem and confidence. This helps to prepare children for the next stage of their learning. However, although some staff use effective strategies to enable children to understand reasons for keeping safe and being kind to others, practice is inconsistent and staff do not always notice areas of conflicts. Management have acknowledged this and are currently developing staff practice in behaviour management.

Children display their growing independence as they move freely between different areas of the pre-school and make choices about their activities. Staff encourage them to be active and develop their physical skills on the wide range of equipment in the outside area. Children clearly enjoy this aspect of their play and are fully engaged in all activities. They enjoy group activities when they all hop, skip, bounce, run and balance when acting out a popular story.

Staff encourage children to talk about staying safe and being healthy. They speak to them about using the outdoor equipment safely and encourage children to learn to assess risk for themselves. They teach them about hygiene routines as they prepare the snacks. In addition, children bath the toys and wash the dolls' hair, discussing the need for personal hygiene and why we need to have showers and baths.

Children learn to serve themselves and pour their own drinks at snack times. This promotes independence well. Children's dietary requirements are catered for in order to

support their health and well-being. Staff remind children to wash their hands regularly during the day and help them to understand the importance of this. Children explain why they should not eat food which they have dropped on the floor. This helps them to begin to care for themselves. Children are beginning to learn about healthy eating through discussions with staff at mealtimes. They have healthy snacks and they sometimes cook and eat food which they have grown. For example, they recently made raspberry cakes. The flexible snack time enables children to eat when they wish and staff make the occasion a sociable one. They extend children's learning during spontaneous conversation. This gives children valuable social skills for the future.

Staff present as positive role models. They are kind to children and they enhance their self-esteem and confidence by giving them praise and encouragement. Children have a sense of belonging at the setting. Several parents comment that their children enjoy their sessions, have gained in independence, self-confidence and that they are very fond of the staff.

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

The provision is managed by a committee and the manager is responsible for the pre-school, the breakfast club and the after-school club. Having received recent training, staff show a good understanding of the safeguarding and welfare requirements and they are aware of how to recognise a child at risk of harm. They are also aware of the correct procedures to follow, should the need arise. Staff keep the premises secure and take care to keep children safe through daily safety checks and regular risk assessments. Regular fire drills take place so children become familiar with the routine.

Significant improvements since the last inspection demonstrate the determination of the committee and the management to move forward. The manager holds regular staff meetings during which staff discuss the settings' policies, procedures and any concerns they may have. She also organises staff supervision, training and appraisals to promote professional development. However, staff supervision and the monitoring of staff practice is not yet robust enough to ensure the quality of teaching and learning is consistently good. The committee and management are extending systems of recruitment and induction. They continue to ensure that any new staff are suitable to work with children.

All the required documentation is in place and policies are available for parents and carers to view, should they so wish. The manager monitors the learning and development needs. However, practice is still variable. In addition, some of the required documentation, such as some children's records were not available for inspection. However, all staff show a commitment to making the necessary changes to enhance the quality of the provision for the children. Consequently, improvement plans are in place to address some of the weaknesses within the setting and management is receiving advice and support from the Local Authority.

Staff work well with parents, carers and other professionals, understanding the importance

of sharing information. They do this in order to support individual children and to share information with local schools. However, staff in the out-of-school club have limited liaison with local schools. Although, this is an identified area for development they have not yet made sufficient progress.

Parents state that they feel very involved with their children's learning. They are keen to say that they are 'more than happy' with the provision, that their children receive good care and that they are progressing well. They say that the staff are extremely approachable and kind with their individual children. They give details about how staff support their children's learning and increase their confidence and self-esteem.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	103855
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	978458
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Swallow Risers Playgroup And Out Of School Club Committee
<b>Date of previous inspection</b>	07/02/2014
<b>Telephone number</b>	01634 671450

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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