

Godinton Playschool

Godinton Village Hall, Loudon Way, Ashford, Kent, TN23 3JJ

Inspection date	18/07/2014
Previous inspection date	13/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff offer exciting activities and resources covering all areas of learning, promoting children's learning and development.
- Staff establish strong and trusting partnership with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.
- Staff work well together and form an experienced and coherent staff team. They clearly enjoy what they do and this creates a happy and friendly environment.
- Children are happy and enjoy exploring their well-resourced environment. Their behaviour is good, and they are developing skills that are preparing them for school.
- The manager monitors effectiveness and encourages staff professional development through training, which demonstrates a drive for continuous improvement.

It is not yet outstanding because

- Staff do not always use open-ended questions consistently to extend children's learning.
- Staff do not provide a wide selection of resources in the sand and water; as a result, children are unable to independently extend their own learning.

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.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector took account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, self-evaluation and improvement plans.
- The inspector had a tour of the playgroup and held discussions with the manager.

Inspector

Nicola Jones

Full report

Information about the setting

Godinton Park Playschool opened in 1992, and is run by a management committee. It operates in a village community centre, in Ashford, Kent. Children have access to a secure outdoor area. The playschool serves families from the local community and surrounding area. It is open each weekday from 9am to 12 noon, with a lunch club three times a week from 12 noon to 2pm for a group of rising fives. The playschool is open term time only. The playschool is registered on the Early Years Register. There are currently 48 children aged from two to five years on roll. They are in receipt of funding for nursery education for three- and four-year-old children. The playschool supports children who have special educational needs and/or disabilities, and children who are learning English as an additional language. The playschool employs six staff and the majority hold relevant qualifications in childcare and education. They receive support from the Local Authority setting improvement partner.

What the setting needs to do to improve further

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

- enhance children's independence by providing more opportunities for them to choose additional resources during sand and water play to extend their learning
- develop the staff's use of open-ended questioning and discussions to maximise learning opportunities for all children.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They provide an interesting and challenging range of activities and resources, which help children to develop and progress across the seven areas of learning. Children's learning and development is consistently good throughout the playgroup. The range of activities is exciting and children are motivated to learn. Children display the characteristics of effective learning while playing in the sand pit outside. They dig and search for treasure using their hands and spades and become deeply absorbed in their play. However, opportunities for children to choose additional resources in sand and water play are not extensive. Consequently, staff miss opportunities to enable children to extend their own learning. Children's developing awareness of nature is supported by using magnifying glasses to look at the insects they have found. Staff encourage children to explore further by comparing the insects to pictures displayed around the garden. However, staff do not always use open-ended questioning consistently to extend children's thinking further.

Children are happy in their play and work together supporting their personal, social and emotional development.

Staff welcome all children into the playgroup. They gather detailed information about each child's background, as well as their personal interests and needs. They get to know children very well and make regular observations of their achievements. They use these to identify the next steps in the child's learning, and plan a range of activities that effectively build on children's interests. Staff talk to parents every day to keep them informed about children's activities, achievements and routines. They invite them to regular reviews to discuss their child's progress. They share information about children's next steps in learning and offer suggestions for activities that parents can continue at home. Parents contribute to the children's learning file about what they like to do at home. This means parents are effectively involved in their children's learning.

Staff provide children with support, and encourage them to write their own name on their work. There are a wide range of writing opportunities both indoors and the garden area. As a result, children's early literacy skills are supported well. All children are gaining the skills and confidence they need to be ready for the next stage in learning as they start school. By the time children leave the playgroup, they are well prepared for their future learning at school by attending visits to the school.

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

Children come into the playgroup happily and settle quickly to activities. The effective key-person system helps children settle in when they first start. Children make good relationships with staff and each other. Staff have a warm and caring approach, and are sensitive to children's individual needs. This clearly promotes children's emotional well-being. Staff provide consistent guidance to the children. This means children quickly learn the rules and expectations of the setting, and behave well. Children confidently follow the routine for snack, and share and take turns with their friends.

Staff set up the hall before children arrive to create an interesting and welcoming learning environment. A wide range of age appropriate resources is available. Children show good levels of confidence and independence as they select a variety of many easily accessible play equipment. Staff make daily checks of the hall and outdoor area in order to ensure all areas are safe and secure for children. Staff help children gain a good understanding of keeping themselves safe. For example, staff explain to children about wearing a hat and sun cream in the hot weather and children know to walk inside. Children take part in fire evacuation procedure, which means children know what to do in an emergency.

Staff promote children's health and hygiene effectively. Children learn to manage their own personal needs when they wash their hands before snack. Staff provide a healthy snack during the morning. Children confidently pour their own drinks and serve themselves fruit. Children play outside everyday as part of a healthy lifestyle. They enjoy fresh air and exercise as they use their physical skills playing ball games.

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

The manager and staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. A comprehensive set of policies supports practice and all required documentation and produces are in place. Staff understand how to ensure children's welfare is safeguarded. They implement clear safeguarding procedures if they have a concern about a child, member of staff or management committee. There are clear policies and procedures for the appropriate use of mobile telephones and cameras in the playgroup, which is explained to parents and visitors when they attend. There are robust recruitment procedures in place for all adults working with children. All staff been checked to help ensure their suitability. This includes Disclosure and Barring Service checks and references. As a result, the management have done everything they can to ensure adults working with children in this playgroup are safe and suitable. Thorough risk assessments are completed and daily checks ensure the environment is safe and secure.

The manager has a robust system in place for tracking and monitoring individual children's progress. This clearly identifies any gaps in learning and development to allow all children the opportunity to reach their full potential. Assessment records are good and clearly show children make good progress in their learning and development. An established system of annual appraisals and regular supervision meetings ensure staff are valued and supported. The playgroup make good use of the support of the local authority early years team and take effective steps to address any areas for improvement

Staff welcome parents into the playgroup. Parents comment that staff are friendly and approachable and keep them well informed. They believe their children are safe and well cared for, and they are pleased with the progress they make. Parents have access to a wide range of policies and procedures, receive regular newsletters, and are invited for coffee mornings. There are effective systems in place to work in partnership with other professionals to ensure that children who have additional needs get the help they need.

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

Unique reference number	127203
Local authority	Kent
Inspection number	813706
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	48
Name of provider	Godinton Playschool Committee
Date of previous inspection	13/06/2013
Telephone number	01233 612703

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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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