

# Murston Playschool

Murston Playgroup, Murston Hall, Church Road, Murston, SITTINGBOURNE, Kent, ME10 3RU

## Inspection date

24/09/2014

Previous inspection date

22/11/2011

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

3

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

4

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

4

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

4

## The quality and standards of the early years provision

### This provision is inadequate

- Systems for monitoring the staff's performance are not effective to ensure all staff and volunteers receive the appropriate training to keep children safe at all times.
- Management and staff compromise children's health and safety because they do not adhere to all policies and procedures of the playschool, in relation to nappy changing and maintaining confidentiality.
- The quality of teaching is poor as staff do not carry out sufficient assessments on the children to identify their next stage of development and help them make consistent progress in relation to their starting points.
- Staff do not always incorporate the cultural backgrounds of all children to enhance their learning experiences about the world around them.
- The management of the playschool do not always encourage parents to take an active role in supporting the playschool.

### It has the following strengths

- Children are encouraged to become confident and independent by choosing what they want to do and are able to access equipment and resources freely.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed staffs' interactions with the children both inside and outside and spoke to them at appropriate times throughout the inspection.
- The inspector undertook a tour of the playschool with the administrator and invited the manager to carry out a joint observation
- The inspector spoke to parents about how staff support them at the playschool.
- The inspector sampled relevant policies and procedures including safeguarding, nappy changing and record keeping.
- The inspector looked at the children's developmental records.

## Inspector

Sara Garrity

## **Full report**

### **Information about the setting**

Murston Playschool re-registered in 2010 with the present owner. It is a privately run childcare setting and operates from a church hall in Murston, Sittingbourne, Kent. There is an outdoor space. It is open each weekday, term time only from 9am to 12 noon. On Wednesdays there is a lunch club operating between 12pm and 1pm. The playschool is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 31 children aged from two to under five years on roll. The setting provides funded early education for two, three and four year olds.

There are 10 members of staff, including the manager, eight of whom hold appropriate early years at National Vocational Qualification level 2 or above. Other staff are working towards achieving a qualification. The playschool receives support from the local authority.

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

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

- ensure that staff promote the good health of children attending the setting with regard to nappy changing, to minimise the risk of cross contamination
- ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality
- ensure that all staff including supply staff and volunteers understand the safeguarding policy and procedures, and that all staff have up to date knowledge of safeguarding issues
- ensure all staff consistently carry out observations and assessments on all children to provide an accurate record of the children's progress.

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

- further develop activities and the uses of resources to help children understand more about their own cultural group and that of other children
- further develop strategies to engage and involve parents in the playschool community.

## Inspection judgements

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

Staff do not regularly or consistently observe the children to accurately monitor their progress in relation to their starting point. Tracking systems are in place, however they are not effective in highlighting gaps in progress and areas where children maybe underachieving. Assessments of children's development are limited, which means that staff are unable to effectively plan for children's next steps in their learning. Consequently, children are not able to make appropriate progress towards the early learning goals.. Staff plan a busy and interesting environment for the children. However, due to the inaccuracies in assessments, it does not provide suitably challenging learning experiences for all children based on their individual next steps and interests. Staff complete the progress checks for two year old children and share these with parents at special meetings. They also complete reports to enable teachers to see children's current stages of learning and development when they start school.

Staff have an appropriate understanding of seven areas of learning. This helps to ensures that they provide the children with an environment that reflects the seven areas of learning. However, staff do not incorporate the different cultures and languages of the children attending into the planning. This means that children are unable to learn about diversity and the wider world around them. The staff set the room out to enable the children to move freely between activities. The children have space to spread out on the floor and interact with friends. For example, they built towers and took turns rolling the car down the ramp. Staff engaged the children, extended their learning as they asked appropriate questions, to encourage the children to predict what will happen next.

The staff incorporate mathematical vocabulary and concepts into the many activities the children engaged with. For example, they named shapes around the room, as well as looked at which object was the heaviest as they placed them in the water tray. There is a fair balance of both adult-led and child-initiated activities to occupy the children. Staff remind children to put on aprons before sitting down to paint. The children enjoyed covering the paper with paint, while learning about mixing different colours. Staff are beginning to introduce them to different textures as well as learning their colours as they explore creatively.

Staff support children to develop their communication and language skills. For instance, children excitedly chattered away to staff as well as pretending to talk to mummy on the phone in the role-play area. They offer children many opportunities to see labels around the room to make connections between words and objects. The children are able to choose a book to look at independently as they relax in the cosy book area, as well as sit with an adult to listen to a story with friends. Staff provide the children with a variety of experiences, which introduce them to the written word and explore literacy. Parents are encouraged to engage in their children's learning as the staff provide them with books to share at home with their children

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

Staff do not support children's well-being and health effectively. Staff do not follow the playschools policies and procedures. They do not wear aprons every time they change a child's nappy, therefore, putting them at risk of infection and not continually ensuring the health and well-being of children. Consequently, staff do not adequately protect children's health and welfare.

The staff support children learning to use the toilet independently. They provide them with special seats and steps so that all children are able to reach, as well as being close by to assist those that need help. The children wash their hands after using the toilet as well as before eating their snack, which supports their understanding of appropriate hygiene routines. The children have their photographs and names on their individual coat pegs to support them to begin to recognise their own names. They excitedly go to find their coats before going outside to play. Therefore acquiring a sense of belonging and self-reliance. The staff demonstrate an understanding of how to progress the children's physical skills to help them develop skills for the future.

On entering the playschool, the children immediately engage with one of the many interesting activities the staff have set out for them. Staff put in place individual settling in procedures, ensuring that each child receives the support they need when coming into the playschool. Staff cuddle the children, making sure comfort objects are close, and as a result, the children are developing secure attachments with their key person. Staff use information gathered from parents at initial meetings to meet children specific care needs. The buddy system that operates further supports the children's emotional well-being as it gives them another adult to turn to if their key person is not around.

Staff organise snack time well and offer support and encouragement to the children to find their place name at the table before collecting a cup and plate. Staff offer the children a selection of healthy and nutritious foods to choose from. They encourage the children to butter their own crackers as well as pour their own milk. Staff are aware of any allergies, food intolerances the children may have, and these are clearly marked on the children's individual place names as a reminder. Snack time is a very calm sociable time, when the children are able to chatter away to staff about what they have been doing and what they are going to play with next. After their snack, the children scrape their plates and help to wash up. Staff make effective use of snack time to nurture the children's independence and social skills.

Children have daily opportunities to go outside to play and enjoy the fresh air. They take turns on the bikes and are careful not to bump into friends when riding around. The staff encourage the children to have a go at blowing the bubbles, while their friends excitedly run around popping them before they go too high. The children's behaviour is appropriate for their stage of development. Staff follow consistent rules when supporting the children to share and interact with friends. The children have a variety of experiences on offer to them outside to encourage them to learn about a healthy lifestyle.

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

There are breaches to the legal requirements that have a significant impact on the welfare, learning and development of children. The manager does not adequately safeguard children at all times. They do not implement stringent safeguarding procedures in relation to keeping children's details confidential. Furthermore, the manager does not ensure that all adults working with children have a clear understanding of the procedures to follow in relation to child protection. The manager has not fully addressed all recommendations set at the last inspection. For example, staff carry out some observations; however, these are not consistently completed, therefore are not an accurate record of children's development. Monitoring of children is not sufficient to ensure there are no gaps in their learning and development. Therefore, the manager is in breach of a number of legal requirements on the Early Years Register and the compulsory part of the Childcare Register.

The management have put in place robust recruitment procedures. They take up references and complete vetting of staff prior to them starting at the playschool, therefore ensuring their suitability to work with children. The manager has on-going support for staff with one-to-one supervision meetings, in addition yearly appraisals. All required documentation is available for inspection. Staff are encouraged to undertake continuous professional development and improve their qualifications. All staff have undertaken paediatric first aid training to enable them to treat minor accidents. Staff regularly practise and review fire drills to ensure the quick evacuation of the building. This helps children to learn what to do in the event of an emergency. Staff also carry out risk assessments in the playrooms and the garden every morning before the children arrive. This enables them to identify and minimise possible hazards to children.

The management regularly reflect on how they are working as a team to identify any improvements needed. This helps them to monitor their practices and identify their strengths and weaknesses. Staff liaise with other professionals and the local authority to support children with additional needs, as well as those who learn English as an additional language. Staff have developed close links with parents and parents spoken to were extremely pleased with the daily interaction they had with staff, as well as the information shared in the home contact books. Parents receive a range of information from the playschool and have a designated notice board. However, opportunities to join in events to become part of the playschool community are not as apparent.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that all staff receive training on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register).

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY418926
<b>Local authority</b>	Kent
<b>Inspection number</b>	845218
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Verity Ann Gage
<b>Date of previous inspection</b>	22/11/2011
<b>Telephone number</b>	01795 428 701

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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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