

Mayday Playgroup

45 Bush Road, Cuxton, Rochester, Kent, ME2 1LP

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| Inspection date | 04/11/2014 |
| Previous inspection date | 22/09/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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 effectively build children's self-esteem and confidence with praise and encouragement, which prepares them well for their next stage in learning.
- Children are making good progress in their learning and development. Staff know children well and provide exciting play opportunities to meet their interests.
- Behaviour is good because staff have high expectations of children.
- Staff have good relationships with parents, helping to meet children's individual needs and promote continuity of care and learning.

It is not yet outstanding because

- Staff provide the children with fewer opportunities to see written words indoors and outdoors to extend their literacy skills.
- There are fewer opportunities for children to explore with mark making outdoors to support their early writing.

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 activities indoors and outdoors.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account the views of parents, staff and children spoken to on the day of the inspection, and the provider's self- evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Nicola Jones

Full report

Information about the setting

Mayday Playgroup opened in 2007 and moved to its current premises in 2010. It operates from the small hall situated in the village of Cuxton, Kent. The playgroup is open each weekday from 9am to 12pm Monday, Tuesday, Wednesday and Friday and from 12pm to 3pm on Thursdays. Afternoon sessions also operate on Tuesdays and Fridays 12pm to 3pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. The playgroup is registered on the Early Years Register. Children come from a local catchment area. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language. The playgroup employs six staff. Of these, five of the staff, including the manager hold appropriate early years qualifications. They receive support from the Early Years advisor.

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 opportunity to independently access mark making outdoors, to support early writing skills
- further support children's early reading skills, with print displayed indoors and outdoors, to enhance children's understanding that print conveys meaning.

Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They regularly observe children to monitor progress and plan to support their individual learning needs. Staff use this information to provide exciting, challenging activities and experiences, which covers all areas of learning. Staff complete the progress check for children at age two, to ensure they are progressing at the expected age and stage of development. The key person spends time with parents and their children when they first start, this enables them to find out about children's special interests and preferences. This means that children settle easily and parents are able to leave their children confidently. Staff complete on going assessments to monitor children's progress. This information is shared with the reception teacher, enabling them to develop an understanding of children's individual needs. As a result, children are supported well in the next stage of their learning.

Staff provide children with a stimulating and engaging environment based on their interests. Therefore, children immediately engage in the activities on offer. There is a

good balance of child-initiated and adult-led activities. During a painting activity, children work co-operatively together sharing the paint, talking together about their own pictures. Consequently, children are making good progress in their personal, social and emotional development, because of the consistently good teaching they receive. Staff use effective questioning techniques that gives children to opportunity to extend and challenge their thinking and own ideas.

Staff provide experiences to promote children's literacy development, and encourage children to have the confidence to read and write. For example, children enjoy looking at a range of books. However, there are limited opportunities for children to learn that words have meaning around the indoor and outdoor environment. Children explore with mark making during a role play activity for example, making money. However, there are fewer opportunities to extend children's early writing skills outdoors.

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

Staff have a good understanding of children's individual needs. They gather useful information from parents when children join the playgroup, and use this well to support and settle children. This caring approach enables children to feel emotionally secure when they start. Each child is assigned a key person who knows them very well. Staff know children's routines and emotional care needs. Children who arrive upset, seek comfort in their key person who instantly knows how to soothe and reassure them. This means staff support children's emotional development well. Children have strong relationships with staff and each other and children play well together. They are confident in their communication with staff. Staff prepare children well for the eventual transfer to school. The praise and encouragement that children receive from all staff means that they have good levels of confidence and self-esteem. Children behave well. They understand the routines of the day and expectations because staff are positive role models. Staff provide gentle reminders of rules and boundaries. For example, they remind children to walk indoors and run outside. This effectively enhances children's awareness of managing their own behaviour, while supporting their safety.

Children are able to attend to their personal care needs independently; they wash their own hands after using the toilet, as well as before sitting down to eat. This demonstrates children are learning about good hygiene routines. Staff encourage children to serve themselves at snack time. Children sit together and choose from a good selection of different fruits, staff support children to pour their own drinks. Children help to look after their environment as they wash up their plate and cup before going off to play. Consequently, children are developing their independence and skills for future learning. Children have a positive attitude to being outdoors and towards physical activities, which promotes their healthy lifestyles. Children have good opportunity to enjoy fresh air and exercise during the day when they play in the garden. Staff encourage children to move safely between the indoor and garden area. For example, children negotiate space when travelling through a small area which leads out to the garden. 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. Children take part in fire evacuation procedure, which means children know what to do in an emergency.

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

The leadership and management of the playgroup are strong. As a result, staff are secure in their knowledge and implementation of the Early Years Foundation Stage. Staff have all attended training in safeguarding; they fully understand the playgroup's safeguarding policy and procedure, the manager regularly monitors their knowledge. Staff can describe possible signs and symptoms that may give cause for concern, and know how to report these concerns. Staff attend training in first aid; as a result, staff can deal with accidents to children immediately. Recruitment procedures are robust; this helps to ensure that all staff undergo necessary checks to assess their suitability to work with children.

The manager understands her responsibility for implementing the learning and development requirements, which she does well. Regular monitoring checks ensure that staff record children's progress and identify appropriate next steps in their development. Therefore, children receive good support and enjoy interesting activities. The manager holds regular supervision meetings with the staff. She uses these to identify additional training needed to support staff with their ongoing professional development. This means that staff attend training that directly improves their teaching practice. They share this training successfully with colleagues, which builds on staff knowledge and understanding.

The manager and staff team work well together to evaluate the strengths and areas for development. They have a clear drive to identify positive improvements, and therefore enhance the provision for children. The manager works closely with parents and gathers their views through questionnaires. Parents are enthusiastic about the playgroup and describe staff as extremely welcoming and supportive. They feel well informed about their children's progress as they receive regular verbal feedback from the key person. This shared information enables continuity in children's learning and development. The manager has formed close links with the local school and they invite the reception teachers to the playgroup to share information. This effectively supports consistency in children's learning and development.

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

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| Unique reference number | EY407467 |
| Local authority | Medway Towns |
| Inspection number | 844989 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 20 |
| Number of children on roll | 36 |
| Name of provider | Lesley Chilton |
| Date of previous inspection | 22/09/2010 |
| Telephone number | 07899 966 606 mob |

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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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