

# Lydd House Playgroup

115-117 Station Road, Lydd, Kent, TN29 9LL



## Inspection date

9 June 2015

## Previous inspection date

14 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The manager and staff have developed a robust assessment system. This means they recognise children's next steps in learning well and take action to quickly close any gaps in their progress.
- Staff, parents and other professionals all work together well to support children with special educational needs and/or disabilities. This helps all children to make good progress.
- Staff encourage children to create their own individual artwork which they display in the environment. As a result, children know their work is respected and this promotes their sense of belonging.
- Children explore the natural world and learn about healthy lifestyles as they help grow fruits and vegetables in the garden.
- Staff welcome parents to 'stay and play' sessions. These help parents to have a greater understanding of what activities their children enjoy participating in at playgroup.

### It is not yet outstanding because:

- Staff provide good adult-led activities, but they do not always take into account the different learning stages of all children taking part. As a result, older children do not always benefit from activities that consistently challenge and extend their learning.
- Overall, staff communicate well with parents about their children's learning. However, they do not always consider ways to enhance parents' involvement, for example, by sharing ideas about activities for parents to try at home or actively gaining feedback about children's home learning.

## What the setting needs to do to improve further

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

- strengthen the range of experiences on offer for older children to provide consistent challenge to further extend their progress
- enhance information exchanged with parents about their children's learning at home, including ideas for activities to try at home to support children to continue their learning.

### Inspection activities

- The inspector looked at children's records, planning documentation, evidence of the suitability of staff, safeguarding policies and procedures and a range of other documentation.
- The inspector observed the quality of teaching and learning throughout the inside and outside areas.
- The inspector spoke to staff members at appropriate times.
- The inspector completed a joint observation of a planned activity with the manager.
- The inspector spoke to a selection of parents and took account of their views.

### Inspector

June Keeler

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff help children to be ready for their move to school. They promote children's independence and encourage them to be excited about the forthcoming changes. Staff develop children's language and communication skills very well. They use every opportunity to promote children's understanding and to introduce new words. In addition, staff use sign language when interacting with children who are not yet confident speakers. Children are supported to use their imaginations well during activities. For example, they made volcanoes with cardboard boxes and paper to use with dinosaur models. Children have access to handheld computers that enable them to develop their understanding of technology. They learn to share and take turns with these. This promotes children's social skills and cooperative play as they negotiate the use of them. Children eagerly play and explore the home-like environment. Staff set out a good range of resources and toys ensuring children are able to access them independently.

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

Children have a good understanding of how to keep themselves safe. For instance, children understand they need to wear safety helmets when riding a bike. Children take part in a wide variety of activities outside, including basketball and negotiating a climbing wall. This encourages the children to develop and challenge their physical skills. Staff are caring and attentive to children's needs. As a result, children feel very confident and secure. They interact with adults with confidence and behave well. Staff offer focussed support for individual children when necessary to help them understand the behaviour expectations. Staff and children socialise well and sit together at the table while eating. Children and staff make full use of the local environment for outdoor learning, walking to the local school and exploring the village. This helps children learn about their local community.

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

The manager and her deputy are fully trained as safeguarding designated officers. They ensure that all staff have a good understanding of how to keep children safe. For example, the steps to take to address any concerns they may have about children's welfare. The manager has a strong vision for the playgroup and inspires the staff to work towards continual improvement. She uses the views of the committee, staff and parents in her reflections and plans for improvement. As a result, the service is continually evolving around the needs of children and their families. The manager supports staff well and ensures they receive good support to develop their practice, which benefits the children's care and learning. She monitors children's learning and development to ensure they benefit from a broad range of experiences across all areas of learning. The leadership team understands their roles and responsibilities to meet the legal requirements.

## Setting details

<b>Unique reference number</b>	127356
<b>Local authority</b>	Kent
<b>Inspection number</b>	840647
<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>	22
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Lydd House Playgroup Committee
<b>Date of previous inspection</b>	14 February 2011
<b>Telephone number</b>	01797 329335

Lydd House Playgroup registered in 1989. The group operates Monday, Tuesday, Wednesday and Thursday from 9am to 3pm and on Friday from 9am to 1pm, during term time. The playgroup receives funding for free early education for children aged two, three and four. The playgroup employs six full-time members of staff, one of whom is voluntary. One member of staff has Early Years Professional Status and three members of staff are qualified to level 3.

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