

St Peter's Playgroup

Holm Place Sports And Social Club, Queenborough Road, Sheerness, ME12 3DF



Inspection date

15 December 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There is an effective key person system in place, all staff work in close partnership with parents. This helps to provide consistency for children's care, which promotes their wellbeing.
- Children are highly motivated and they show good levels of sustained interest in the wide variety of activities available. This helps them to make good progress in their learning and development.
- Staff promote children's independence in their personal and social development by good organisation and effective deployment of staff. As a result children are developing the confidence and ability to do things for themselves, this helps to prepare them for the next stage in their learning.
- Staff are good role models and they promote positive behaviour. Consequently children understand the expectations of them and their behaviour is good.
- Resources and activities are organised well and planned carefully to ensure they meet the needs of all the children.

It is not yet outstanding because:

- Healthy eating is not fully promoted; there is insufficient information and guidance made available to parents about the setting's healthy eating policy.
- Some observations do not focus sharply enough on the planned next steps for children in their development.

What the setting needs to do to improve further

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

- continue to develop the use of observations to provide a sharper focus on how any gaps in children's learning and development are targeted
- provide information to parents about how they can support the setting's policy for healthy eating, so that children receive a clear and consistent message of why it is important to have a healthy diet.

Inspection activities

- The inspector spoke to parents to seek their views about the setting.
- The inspector carried out a joint observation with the Manager.
- The inspector observed children at play indoors and outdoors.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at relevant documentation, such as planning and assessment records and the setting's self-evaluation.

Inspector

Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team has made swift improvements since their last inspection. They have sought the help of the early years development team and robustly reviewed many aspects of the setting. Thorough risk assessments of the premises have been completed and appropriate changes made. This has resulted in a secure, safer setting with effective deployment of staff. A focus on professional development for all staff has improved the quality of teaching. This has had a positive impact on children's learning and development. Effective monitoring of tracking is carried out regularly to ensure that any differences in the progress of groups of children are targeted. For example, this has resulted in an increase in the range of outdoor activities provided to meet the identified needs of the boys. Parents are encouraged to give their views on the setting and they report that they are happy with the quality of care and education provided. However, they are not yet fully aware of the setting's policy on how to provide a healthy lunch box.

Quality of teaching, learning and assessment is good

Staff have a good understanding of what children can do and how to plan for the next steps in their learning. In the main, observations of children's progress are of a high quality, however at times they are not sharply focussed. There are good systems in place to encourage children to share their ideas, so staff can follow their interests. For example, they create visual maps of the children's ideas and provide opportunities for them to initiate activities. As a result, children are active learners and become engrossed in their play. Children demonstrate confidence in the setting and they enjoy the freedom of moving the toys and equipment around to develop their ideas. For example, children playing imaginatively in the play kitchen decided to move the real vegetables they have been using to 'make dinner' into the craft area to make new patterns with the paint. Staff effectively engage with the children and they ask them appropriate questions, which helps to develop their thinking. There are very good systems in place to support children's move to school and children are well prepared for this.

Personal development, behaviour and welfare are good

Children clearly enjoy their time in the setting and they are encouraged to make many decisions for themselves. This builds their confidence and enthusiasm, helping them to learn new skills. The key person system works very well and enhances the relationship that staff have with the children and their parents. It demonstrates a positive approach to partnership working, which is clearly evident in the children's personal learning journals. A newly-designed snack bar encourages all children to be independent. For example, children select their placemats and help themselves to healthy snacks. When they finish, they empty their plate and put it into the sink. Support is provided to help the youngest children to follow the routine and develop their skills.

Outcomes for children are good

Children make good progress at the setting because staff plan to meet their individual needs. They are becoming keen learners as a result of the effective quality of teaching.

Setting details

Unique reference number	EY486282
Local authority	Kent
Inspection number	1032321
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	50
Number of children on roll	40
Name of provider	Maria Faith Allen
Date of previous inspection	Not applicable
Telephone number	07710418564

St. Peter's Playgroup re-registered in 2015 in the current setting. It is located in a sports and social club in Halfway, on the Isle of Sheppey, in Kent. The setting opens Monday to Friday from 8.45am to 11.45am. On Tuesday, Wednesday and Thursday, sessions run from 12.30pm to 3.30pm during term time only. There is a lunch club available from 11.45am to 12.30pm. There are nine members of staff who have early years qualifications at level 3 and the manager holds a qualification at level 4. The setting receives funding for two, three and four-year-old children.

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