

Godinton Playschool

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



Inspection date

5 July 2017

Previous inspection date

18 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager monitors her staff well. For example, she observes their practice and provides regular support meetings. This helps develop their knowledge and skills further.
- Staff ask questions to help children think for themselves. They provide opportunities for them to extend their learning further. For example, children keep their attention in water play with a range of equipment. Children make good progress and are ready for the next stage in their development.
- Staff support children's mathematical development well, such as counting, comparing sizes and using simple addition and subtraction.
- The manager and staff complete thorough risk assessments. This helps identify and minimise any hazards in the environment.
- Staff provide regular opportunities to involve parents in their children's learning. For example, they share children's development folders, have daily discussions and use social media. This helps parents to continue their children's learning at home.

It is not yet outstanding because:

- Staff do not make the most of opportunities to help children do things for themselves and develop their independence further.
- Staff do not consistently help children learn about the importance of eating a healthy diet.

What the setting needs to do to improve further

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

- increase opportunities for children to build their independence further and prepare fully for their move to school
- extend on opportunities for children to learn about the importance of healthy lifestyles.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all the premises used by the playschool.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to children and parents.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. The manager has secure recruitment and vetting processes in place. For example, she advertises, conducts interviews, seeks references and completes the relevant suitability checks. This helps ensure staff are suitable for their roles and responsibilities. The manager and staff monitor children's progress well, including specific groups of children. This helps them identify any gaps in development early and provide the appropriate support. They effectively work with other professionals to meet children individual learning needs. The manager and staff use additional funding well, such as they identify relevant training for staff to support children's development. The manager successfully evaluates the playschool. She identifies areas of weakness and sets targets for improvement. This helps develop the quality of the provision and provide better outcomes for children.

Quality of teaching, learning and assessment is good

Staff deploy themselves well across the setting and effectively support children's learning and development. They adapt activities to suit children's emerging interests. For example, they make footprints with water when a bucket spills over and then measure the imprints on the ground. This helps to keep their motivation and interest in their learning. Staff effectively support children's physical development. For instance, they ride bicycles, climb equipment and paint a playhouse with water. Staff build children's communication and language well. For example, they talk to them about their wider experiences and families to encourage their conversations. Staff provide children with positive praise and encouragement which aid their self-esteem.

Personal development, behaviour and welfare are good

Staff provide a safe and stimulating environment. They help children form secure emotional attachments and positive relationships with staff. For instance, they offer settling-in sessions to suit children's individual needs. Staff offer children clear guidance and explanations to help them learn to manage their own behaviour. For example, they encourage them to share and take turns. Staff help children learn about the environment around them, such as going on a nature walk in the local community.

Outcomes for children are good

Children make progress that is appropriate for their age and are prepared well for their move to school. For example, they talk about their new school and dress up in their new uniform at the playschool. Children are confident to talk to adults and share their ideas. They are happy and enjoy their time at the playschool.

Setting details

Unique reference number	127203
Local authority	Kent
Inspection number	1101447
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	48
Name of registered person	Godinton Playschool Committee
Registered person unique reference number	RP522604
Date of previous inspection	18 July 2014
Telephone number	01233 612703

Godinton Playschool registered in 1992 and is run by a management committee. It operates in a village community centre in Ashford, Kent. The playschool offers care on Monday from 9am to midday and on Tuesday to Friday from 9am to 2pm, during term time only. The provider employs eight members of staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The playschool receives funding to provide free early education for children aged two, three and four years.

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