

Chislet & District Playgroup

Hoath Village Hall, Hoath, Canterbury, Kent, CT3 4LA



Inspection date

6 July 2017

Previous inspection date

17 December 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager monitors individual children's progress and that of different groups of children effectively, to close any emerging gaps in their learning and development. For example, strategies to help children who speak English as an additional language have been enhanced. All children make good progress in their learning and development.
- Staff enhance children's communication and language skills effectively. For example, they clearly emphasise key words throughout their interactions and use clear visual signs to help children's understanding and speaking skills.
- Children develop a good understanding of diversity beyond their immediate family. For example, the environment is rich in positive cultural images and dual-language text, including books and role-play resources.
- Children are extremely caring and gentle with one another and consider the thoughts and feelings of their friends. Children have a strong sense of belonging and feel very valued.
- Partnerships with parents are strong and staff use various ways to engage and involve parents effectively in the nursery and their children's learning. Parents value the bonds that staff have with their children and appreciate the information they receive to help support the good-quality care their children receive.

It is not yet outstanding because:

- Children are not consistently helped to independently explore their own creativity.

What the setting needs to do to improve further

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

- make the most of all opportunities to help children to independently explore and enhance their creative skills.

Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning and children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff team accurately evaluate the provision. They include parents and children in the evaluation to help identify areas for further improvement. For example, the outdoor play area has been enhanced to help children's developing understanding of the world and mathematical concepts. The manager continually improves the quality of staff practice. For example, she organises relevant training to enhance opportunities for children to explore. Training is also arranged to help enhance staff's teaching skills to support children more effectively in their learning. Safeguarding is effective. Staff keep their safeguarding knowledge up to date and are fully aware of current legislation. They understand their role in child protection and know the reporting process if they have concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff gather information from parents about children's interests and development at home. They use this to help them build on children's learning experiences. Staff accurately assess individual children's levels of development and plan effectively for their next steps in learning. Staff understand what children know and how they can further support children's development. As children role play exploring different vehicles, staff challenge children to consider the different noises the vehicles make. Staff give children clear explanations, for instance, and ask what services and vehicles are required in emergency situations. Staff make good links with other settings that children attend. They share children's developmental information and this helps to provide good continuity of care and education. Children explore their senses and have a wide range of opportunities to develop their understanding of the world, such as planting activities and exploring tadpoles. Children learn in a number-rich environment.

Personal development, behaviour and welfare are outstanding

Children's behaviour and levels of cooperation are exemplary. They are extremely effective at taking turns and sharing and promote this exceptionally well between one another. Staff form trusting and meaningful relationships with children. Children learn to make extremely important relationships with one another. Children are keen to help their friends to complete tasks and celebrate each other's achievements. Children feel safe, secure and are incredibly confident within the environment. Staff enhance children's independence extremely well. For example, children are encouraged to prepare themselves for the outdoor environment and are very keen to participate in tidying away after their experiences.

Outcomes for children are good

Children play and explore cooperatively together. They confidently communicate their needs, ideas and views within their play experiences. They develop the skills needed for their future learning and the move to school. For example, children due to start school access focused group learning times to practise their good listening and attention skills. Children also enjoy exploring their growing early literacy skills.

Setting details

Unique reference number	127103
Local authority	Kent
Inspection number	1070214
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 - 4
Total number of places	20
Number of children on roll	32
Name of registered person	Chislet and District Pre-School Playgroup Committee
Registered person unique reference number	RP907763
Date of previous inspection	17 December 2014
Telephone number	07926921757

Chislet and District Playgroup registered in 1975. It is managed by a voluntary committee. The playgroup is open each weekday from 9am to 12.45pm, term time only. The playgroup employs six members of staff, all of whom hold relevant early years qualifications at level 3. The playgroup is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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