

# Parkwood 'Poppets' Playgroup

Parkwood Green, Gillingham, Kent, ME8 9PN



<b>Inspection date</b>	15 January 2018
Previous inspection date	24 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not ensured that Ofsted has up-to-date details regarding the nominated individual, to enable the necessary suitability checks to be completed.
- Staff assessments of children's progress are variable and can lack rigour and precision. Some gaps in children's learning are not addressed at the earliest opportunity, meaning not all children are given every opportunity to make good progress.
- Staff have yet to fully implement their plans to enhance partnerships with parents. They have not established a consistent exchange of information regarding children's development, especially when children first start at the playgroup.
- Staff do not provide children with a broad range of opportunities to develop their understanding of the wider world.

### It has the following strengths

- The new manager works with other professionals and staff to establish plans for future development. She recognises some of the weaknesses in practice and demonstrates a capacity to implement improvements.
- Children benefit from the strong bonds they develop with staff. They feel safe and welcome the interactions they get from the attentive staff team.
- Children's independence is fostered well. They learn to manage their own personal care needs from a young age. Children show pride in their achievements and enjoy using their developing skills to support their friends.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ provide Ofsted with required information, including changes to the nominated individual, so it can complete all suitability checks	18/02/2018
■ ensure all staff precisely assess children's progress to help them swiftly identify and support any gaps in children's learning.	18/02/2018

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

- strengthen partnerships with parents and extend methods for obtaining and using information from parents about their child's learning and development at home
- provide more opportunities for children to develop their understanding of the wider world.

### Inspection activities

- The inspector observed interactions between the staff and children in the inside space and the outside environment.
- The inspector spoke to key people and looked at developmental records for individual children.
- The inspector spoke to the manager at different times throughout the inspection to discuss practice.
- The inspector gathered the views of parents and children and considered these.
- The inspector discussed with the setting's special educational needs (SEN) coordinator how they support individual children's development.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. However, Ofsted has not been correctly informed of changes to the nominated individual. This has a minimal impact on children as this individual does not work with or have contact with the children. Suitability checks have been completed on all members of staff. The manager ensures all staff have an understanding of their role and the processes and procedures to follow in regards to safeguarding. The manager has recently implemented a new process of monitoring staff practice. Staff are supported to reflect on their skills and consider how these could be further developed. They attend training opportunities which help them implement positive changes to practice. For example, staff use knowledge gained from courses aimed at promoting healthy lifestyles to support families to consider their role in providing healthier meal options for their children.

### Quality of teaching, learning and assessment requires improvement

Staff observe children's learning, but some do not swiftly recognise gaps arising in children's progress. The manager oversees the monitoring of children's learning individually and within specific groups. However, this new system has not been effectively used to support staff to recognise areas where some children may need extra support. Staff have worked to develop partnership with parents, for example, they have introduced contact books. However, they do not consistently gain information about what children can do when they first start at the setting, to help inform their initial planning. Staff have an understanding of how children learn and their positive interactions in children's play help children to practise developing skills. For example, using simple questions, staff encourage children to use their emerging language skills to describe what they are making with bricks. Staff listen well and provide opportunities for children to practise their mathematical skills through counting and comparing the brick shapes.

### Personal development, behaviour and welfare are good

The qualified staff team maintains a safe, welcoming and stimulating environment. Children freely explore the resources available and enjoy being able to develop their own ideas in their play. Staff offer lots of praise and encouragement, and are sensitive and caring. Children are happy and settled in the playgroup. Overall, children behave well. They are well supported to develop a good understanding of how to play, share and work cooperatively with others. For example, at snack time children serve themselves and pour their own drinks. They sit and chat with their friends and give support to each other when washing and drying their plates and cups.

### Outcomes for children require improvement

Children are making sufficient progress in their learning and development in readiness for the move to school. However, they are not always effectively supported to make the best possible progress. Children are developing appropriate language skills which they use confidently. They enjoy talking to others about what they are doing in their play.

## Setting details

<b>Unique reference number</b>	103831
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	1088940
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Parkwood Community Association Committee
<b>Registered person unique reference number</b>	RP519725
<b>Date of previous inspection</b>	24 June 2015
<b>Telephone number</b>	01634 371886

Parkwood 'Poppets' Playgroup registered in 1977 and is open Monday to Friday from 9.15am to 3pm, during term time only. It offers full-day care and sessional places. The playgroup employs nine staff, all of whom hold appropriate early years qualifications at level 2 or above, including the manager who holds a relevant early years degree. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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