

Swallow Risers Playgroup and Out Of School Club



Maudene School, Swallow Rise, Chatham, Kent, ME5 7QB

Inspection date	4 June 2018
Previous inspection date	4 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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 manager does not ensure staff complete progress checks for all two-year-old children and share these with parents. She is not effectively monitoring assessments of children's learning to have an accurate understanding of their levels of progress.
- Parents are not fully involved in their children's learning to ensure children's home achievements and interests are shared with the setting.
- Staff carry out observations and assessments. However, they do not consistently use this information well to plan children's next steps in learning and provide support for any identified gaps in their development.
- The manager does not provide an effective staff induction. Sometimes new staff are not sufficiently supported in their roles to enable them to accurately assess children's learning and improve outcomes for children.

It has the following strengths

- Staff benefited from training about teaching mathematics. They provide exciting activities and children use mathematical language in their play.
- Children have varied opportunities to play and learn outside.
- Staff have a good understanding of how to encourage positive behaviour. Children are well behaved and happy.

What the setting needs to do to improve further

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

Due Date

- complete the required written progress check for all children when aged between two and three years and provide parents with a copy. 01/09/2018

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

- review and improve the monitoring of staff assessments of children's progress, to help ensure better outcomes for all children and set higher expectations
- strengthen the working partnership with parents to improve shared information about children's learning experiences
- review the planning of children's next steps in their development to address any gaps in their learning more quickly
- ensure the induction of new staff includes all aspects of assessing children's progress to help them support children's learning more effectively.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outside.
- The inspector conducted a shared observation with the manager.
- The inspector held meetings with the manager and individual staff members.
- The inspector spoke with staff, children and parents at suitable times throughout the inspection and took account of their views.
- The inspector looked at a range of documentation, including records of children's progress, recruitment of staff and policies and procedures.

Inspector

Anna Fisk

Inspection findings

Effectiveness of the leadership and management requires improvement

There are some weaknesses in the way the manager evaluates the playgroup practices. The manager does not effectively track and monitor children's progress or ensure staff complete the progress check for all two-year-olds, to help ensure every child receives the support they need to make good progress. Overall, staff have positive relationships with parents and keep them informed of their children's development. However, parents are not always involved in their children's learning. The management and staff have a secure understanding of their responsibility to safeguard children. The manager ensures staff are effectively deployed around the playgroup to supervise children and keep them safe. Safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Staff carry out observations and complete some assessments. However, not all staff use this information effectively to plan children's next steps in their development and address any gaps in their learning. Staff plan some purposeful activities and provide interesting resources that capture children's imagination. For example, children use a variety of interesting everyday tools and creative resources during a play dough activity to extend their learning. Children problem solve as they manipulate the dough and staff use mathematical language, such as 'divide'. Children's physical skills are supported well. They climb, run, jump and balance on well-designed equipment that offers them plenty of challenge and exercise. Children enjoy a wide variety of activities to support their growing awareness of the natural world and talk about the vegetable garden.

Personal development, behaviour and welfare are good

Children learn to share, take turns and remind each other how to play nicely. Staff set clear rules and boundaries to help children learn what is expected of them, such as reminding children not to run indoors. Children are encouraged to be independent and receive meaningful praise, such as when they spread their cheese at snack time. Throughout the day children share conversations with staff about their interests and lives, talking about their siblings and holiday experiences. Staff provide children with a suitably stimulating learning environment. The resources on offer fully engage children. For instance, they remain for prolonged periods at the water tray, exploring the different sea creatures and talking about their differences. Staff offer children opportunities to explore their well-being. For example, a creative learning activity explores feelings through the use of stories and the making of wooden spoon puppets.

Outcomes for children require improvement

The monitoring of some children's learning assessments is not effective and does not ensure that every child makes good or better progress and is suitably challenged. Overall, children are active and keen learners. They are creative and imaginative as they play alongside one another. In general, they are developing necessary skills to help support their future learning, for example, with their early writing abilities and mathematics.

Setting details

Unique reference number	103855
Local authority	Medway Towns
Inspection number	1088944
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	30
Number of children on roll	59
Name of registered person	Swallows Under 5's Playgroup Committee
Registered person unique reference number	RP909654
Date of previous inspection	4 June 2015
Telephone number	01634 671450

Swallow Risers Playgroup and Out Of School Club is run by a voluntary committee. It operates from a mobile classroom on the Maudene School site in Chatham, Kent. The playgroup is open Monday to Friday from 9am to 3.20pm. The breakfast club operates from 7.30am until 8.50am and the out-of-school club opens from 3.30pm to 6pm. Both operate during term time only. The playgroup is in receipt of funding for free early education for children aged two, three and four years. The committee employs 11 members of staff, nine of whom hold appropriate early years qualifications at level 2 or level 3.

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