

# Westview Playgroup

c/o Downsview Community Primary School, Beech Avenue, Swanley, Kent, BR8 8AU



## Inspection date

21 June 2018

Previous inspection date

3 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 regularly considers how to make improvements to the quality of the provision and gain the views of staff, parents and children. For example, they have recently introduced an electronic system to record children's progress and improve communication with parents.
- Staff have a secure knowledge of the educational programmes and plan interesting activities that challenge and motivate children to join in.
- Staff place a good focus on children's mathematical and literacy development during play activities and daily routines. Overall, children make good progress from their starting points.
- The key-person approach is effective. Staff build positive relationships with parents and their children to ensure their emotional well-being and good health.
- Children behave well. For example, they learn to respect the needs of others and are aware of the behavioural expectations in the playgroup. Staff act as positive role models and consistently praise children to raise their confidence and self-esteem.

### It is not yet outstanding because:

- Staff have not fully explored ways to support children who speak English as an additional language in everyday activities or everyday play.
- Although staff work well with parents overall, arrangements to enable parents to support their child's learning and development at home are not yet fully developed.

## What the setting needs to do to improve further

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

- provide opportunities to include children's home languages in everyday activities or everyday play
- enhance partnerships with parents to support child's learning and development at home.

### Inspection activities

- The inspector observed children's play and staff interactions indoors and outdoors and observed the quality of teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's records, evidence of staff and committee member's suitability, and a range of other documentation to safeguard children's welfare.
- The inspector took account of the parents' views spoken to on the day of the inspection.

### Inspector

Jane Winnan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her staff team have a clear understanding of the procedures to follow if they have concerns for a child's welfare. She implements effective recruitment, vetting and induction procedures to ensure staff's suitability. The manager carries out effective supervision and meets with staff regularly to ensure they are confident in their roles and responsibilities. For example, she identifies training to continually improve staff performance and outcomes for children. Parents comment they are happy with their child's progress and the care their children receive. Risk assessments are effective and ensure the environment is safe for children. The manager has established positive relationships with outside professionals.

### Quality of teaching, learning and assessment is good

Staff use their observations and assessments of children to plan a good range of interesting activities for all ages of children. For example, they provide a tub of coloured rice and containers to fill, pour and measure. Children create a pretend habitat for dinosaurs in a tray to explore and investigate. Staff successfully build on children's interest in writing numbers and counting through a variety of activities and daily routines. For example, they teach children that a group of dinosaurs changes in quantity, when one or more is added or taken away. Staff support children to learn mathematical language, such as 'more' and 'least' as they make comparisons between different sets of objects.

### Personal development, behaviour and welfare are good

Children develop close bonds with staff, which helps them feel secure and well settled. Staff help children play harmoniously together and begin to make friendships. For example, they suggest children share an activity card and make a flower out of dough. Staff provide healthy snacks and encourage children to help in the preparation of meals. For instance, children help to lay the table and pour their own drinks, confident in their growing independence. Staff make the most of opportunities to talk to children about how they can keep themselves safe in the sun, such as wearing a hat outside. Children have opportunities to be active outdoors every day, to help support their good health and physical development. The manager and staff also plan interesting outings to the environmental centre to help children learn about the wider world around them.

### Outcomes for children are good

Children show a keen interest in developing their mathematical and literacy skills, ready for their move into school. For example, they write numbers, letters in their name and draw pictures of different people in their lives. Children are confident, engaged and concentrate well. Children are creative and use their imaginations well. For example, they make cupcakes with the dough and add cherries to the top. Children enjoy a range of stories, songs and rhymes. For instance, they participate in group sessions and join in enthusiastically with the actions.

## Setting details

<b>Unique reference number</b>	127772
<b>Local authority</b>	Kent
<b>Inspection number</b>	1070226
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Westview Playgroup Committee
<b>Registered person unique reference number</b>	RP904674
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	07799 218129

Westview Playgroup registered in 1984. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup opens five days a week during term time. Sessions are 9am to midday Monday to Friday and also midday to 3pm on Monday, Tuesday, Wednesday and Friday. They operate a lunch club from midday to 1pm. There are eight members of staff, seven of whom hold relevant early years qualifications at level three.

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