

Murston Playschool

Murston Hall, Church Road, Murston, Sittingbourne, Kent, ME10 3RU



Inspection date

20 June 2018

Previous inspection date

12 December 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching is variable. Not all staff make the best use of opportunities to challenge children's learning to help them to make good progress.
- Since the last inspection, improvement has been made in the way staff observe, assess and plan to support children's learning. However, it is not fully embedded into practice and requires further development to help staff to promote good outcomes for children.
- Children's behaviour has improved since the last inspection. However, at times, they do not listen as well or engage fully with staff which affects the quality of their interactions.
- Children have daily opportunities for indoor and outdoor play but they are not always active enough to promote their physical development.

It has the following strengths

- The staff have positively tackled weaknesses from the last inspection and are making the required improvements within the playschool. This is having a positive impact on the children's experiences.
- Staff work collaboratively with both parents and outside agencies to support each child's specific needs, particularly those who are most disadvantaged.
- Staff are caring and they establish close relationships with children and their families. Everyone is made to feel welcome and children settle quickly into their play when they arrive.

What the setting needs to do to improve further

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

	Due Date
■ strengthen observation, assessment and planning to fully support children's individual interests and learning needs	16/11/2018
■ promote children's learning through the use of more challenging teaching and questioning.	16/11/2018

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

- develop behaviour strategies, particularly at group times, to further promote children's personal, social and emotional development
- extend opportunities for children to engage in physically challenging activities to promote their health and well-being.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning both indoors and outdoors.
- The inspector sampled a range of documentation including children's learning records and progress trackers, staff records, and improvement plans.
- The inspector talked to parents who were available on the day of the inspection and took account of their views.
- The inspector carried out a joint observation with the provider.
- The inspector held discussions with the manager and staff throughout the inspection.

Inspector
Lisa Watson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are now much more confident than at the time of the last inspection about child protection and their roles and responsibilities. This helps them to keep children safe. The provider has implemented more thorough systems to recruit and vet adults to ensure they are suitable to work with children. She has a detailed action plan in place and is leading further improvement within the playschool. The impact of this is now beginning to be seen. For example, the change of layout of the playschool offers children better play experiences and a more purposeful environment for them. The provider recognises there is still work to be done around the educational programmes and assessment to help children make better progress.

Quality of teaching, learning and assessment requires improvement

Some of the staff's observations and assessment lack detail and are not being used effectively enough to identify learning needs. This affects how well staff support children's development. For example, staff identify when children can write their first name but cannot recognise and name the letters. They do not then plan further activities to support this aspect of children's learning. During activities, staff often ask a number of questions in quick succession. This does not always provide children with enough time to think. In addition, questions are not challenging enough, despite children showing a natural curiosity and desire to learn more. For example, when children mould and press playdough, staff only ask what shape they are making, rather than asking more probing questions.

Personal development, behaviour and welfare require improvement

Outdoors, children enjoy riding scooters and playing with balls, sand and water. However, staff do not encourage them to fully test their physical capabilities. For example, children do not experience enough energetic activities to develop this aspect of a healthy lifestyle. Snack times are enjoyable social experiences for children. For example, they gain confidence and independence as they spread butter on crackers, pour their own drinks and wash up afterwards. Positive support by staff helps children to learn about portion control. Staff are using much more consistent and appropriate strategies to help children to manage their own feelings and behaviour than was the case at the last inspection. As a result, children concentrate more and follow simple instructions. When children become unwell, staff quickly react and tend to each child with due care and comfort, to help to safeguard their well-being.

Outcomes for children require improvement

Not all children are making the best possible progress to help them move on to the next stage in their education. Children's priorities for learning are not always clearly identified and supported through good planning and teaching. Children enjoy fun experiences, such as exploring jelly in a tray and finding letters of the alphabet hidden in it. However, the aim of children learning letter recognition gets lost due to a lack of good teaching. The special educational needs coordinator works closely with specialist teachers to help children to get the support and help they need.

Setting details

Unique reference number	EY418926
Local authority	Kent
Inspection number	1132701
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	34
Name of registered person	Verity Ann Gage
Registered person unique reference number	RP904478
Date of previous inspection	12 December 2017
Telephone number	01795 428 701

Murston Playschool registered in 2011. It is located in Murston, Sittingbourne, in Kent. The playschool is open Monday to Friday, term time only, from 9am to midday. On Tuesdays and Wednesdays the playschool offers a full-day session from 9am to 3pm. On Wednesdays there is a lunch club operating between midday and 1pm. A team of seven staff, including the provider, work with the children. Of these, six hold recognised childcare qualifications at level 2 or above. The provider holds a relevant early years qualification at level 4. The playschool receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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