

Hextable Kindergarten

St. Peters Church, College Road, SWANLEY, Kent, BR8 7RH



Inspection date

6 July 2018

Previous inspection date

29 September 2014

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		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 leadership team does not currently employ the required number of qualified staff in the kindergarten.
- Staff do not manage children's behaviour in a consistent way. They do not always make good use of opportunities to ensure that children have a clear understanding of expectations.
- Staff do not consistently identify the next steps in children's learning and use these to inform planning that challenges them appropriately.
- Sometimes opportunities are missed to further stretch and challenge the older children to gain independence and problem-solving skills.

It has the following strengths

- The leadership team and the new manager are committed to the development of the kindergarten. They have a clear action plan and have already started making steps towards these improvements.
- Children have access to a wide range of play activities and resources. Children are happy and enjoy their time at the kindergarten.
- Children make steady progress from their starting points.

What the setting needs to do to improve further

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

	Due Date
■ ensure that staffing arrangements meet the requirement that at least half of all staff hold a full and relevant level 2 qualification	07/09/2018
■ ensure children's behaviour is managed in an appropriate way and support them to understand expectations for behaviour using positive and consistent methods	07/09/2018
■ ensure children's next steps in learning are identified and used to inform planning that challenges them appropriately.	07/09/2018

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

- develop staff skills and interactions with children that provide opportunities to promote their independence and problem-solving skills.

Inspection activities

- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and the impact that this has on children's learning.
- The inspector met with the managers to look at a range of documentation, including procedures, staff records, self-evaluation, recruitment and training and safeguarding procedures.
- The inspector spoke with parents and took account of their views.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, there have been some staffing changes and new staff recruited. However, the number of qualified staff does not yet meet the statutory requirements, therefore, the quality of observations, planning and teaching are not consistent to provide good outcomes for children. Safeguarding is effective. All staff have completed up-to-date safeguarding training and have a good understanding of their roles and responsibilities if they are concerned that a child is at risk of abuse. There are clear systems for recruitment and induction. The manager has developed systems of supervision to further develop staff performance and review opportunities for wider staff training to improve outcomes for children. The new manager and leadership team meet regularly with the committee and staff team to support them and this is starting to have a positive impact on staff practice. Parents report good levels of satisfaction with the kindergarten, they comment on how caring the staff are to their children.

Quality of teaching, learning and assessment requires improvement

Staff know what children enjoy and activities indoors and outdoors are accessible for children. However, staff do not consistently use children's identified next steps to inform their planning so not all children are challenged appropriately. Staff miss opportunities to extend and challenge children's thinking to encourage problem solving and independence. Children enjoy using their imaginations and are excited to involve staff in their play. For example, children enjoy packing bags to go on holiday as they trek across the kindergarten to reach their destination. Staff have developed strong partnerships with local agencies to support children who have special education needs and/or disabilities. This means that additional help is effectively put in place when parents or staff identify delays or concerns about a child's development.

Personal development, behaviour and welfare require improvement

Staff talk to children about being kind and taking turns, however, they do not always manage behaviour in a consistent way so children do not always understand the boundaries and expectations. This means that children get distracted and do not sustain their concentration as well as possible. Staff regularly complete risk assessments to minimise hazards, which means that children are kept safe. Children form good relationships with staff and they seek them out to ask for help or ideas. Staff encourage children to be healthy. Children understand that they need to wash their hands before meals and enjoy a range of healthy snacks. Staff encourage children to pour their own drinks and select their own fruits. Staff regularly praise children for their participation.

Outcomes for children require improvement

Variances in the quality of teaching mean that not all children are supported to make enough progress in their learning and development. However, older children learn some basic skills needed to prepare them for school. For example, they enjoy registering when they arrive in the morning and participate in songs and rhymes together as a group.

Setting details

Unique reference number	127244
Local authority	Kent
Inspection number	1070219
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	38
Name of registered person	Swanley St Paul & Hextable St Peter PCC
Registered person unique reference number	RP525411
Date of previous inspection	29 September 2014
Telephone number	01322 662320 or 07379 193497

Hextable Kindergarten registered in 1993 and operates from the halls of St Peters Church in the village of Hextable, near Swanley, Kent. The setting is open Monday and Thursday 9.15am to 12.15pm and Tuesday, Wednesday and Friday 9.15am to 3.15pm, term time only. There are eight members of staff, three of whom hold appropriate level 3 qualifications. The setting receives funding for the provision of free early education for children aged two, three and four years.

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