

Parkwood 'Poppets' Playgroup

Parkwood Green, Gillingham, Kent ME8 9PN



Inspection date	5 December 2018
Previous inspection date	15 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- Staff establish positive relationships with children and get to know their individual personalities well. Children have a good sense of belonging and positive self-esteem.
- Staff build and maintain good partnerships with parents and keep them fully involved and informed in their children's development. For instance, they regularly encourage parents to add to their children's learning records.
- Children have good opportunities to gain skills to support their future learning. For example, they independently choose their own play with confidence.
- Staff support children to develop good communication skills. For instance, they ask challenging questions and give them enough time to think and then respond.
- Children develop a good understanding of other people similarities and differences from around the world. For example, they learn about different cultural dress, like saris.
- The manager ensures that all staff are safe and suitable. She closely monitors the consistency of care and teaching they provide children. For instance, she observes staff teach children daily and provides them with helpful advice to develop their practice.
- Staff miss some opportunities to develop children's interest and skills in technology and how things work even further.
- Staff do not always organise larger group activities effectively to ensure that they help keep all children fully engaged in their learning experiences.

What the setting needs to do to improve further

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

- build on children's opportunities to learn about how things work and develop their skills and interest in technology more extensively
- review and improve the organisation of larger group activities to ensure that they fully engage all children throughout the duration of their learning opportunities.

Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the setting.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

Inspector
Kelly Hawkins

Inspection findings

Effectiveness of leadership and management is good

The manager and staff effectively evaluate their practice together. They have made positive changes since their last inspection. For example, they have strengthened their relationships with parents. Staff hold daily meetings to discuss how well the activities motivated children to learn. Staff use their findings to develop their future activity plans. All staff are keen to keep their ideas current and build on their skills and knowledge even further. They attend regular training beneficial to their practice. For instance, they have learnt about the different ways to plan for and monitor children's progress more concisely. Staff use additional funding effectively to meet children's individual needs. For example, they have purchased additional resources to support children to learn how to manage their emotions, like puppets. Safeguarding is effective. All staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare and prevent them from harm.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor and track children's individual and specific group progress. This enables them to quickly highlight any gaps in their development and provide good support to help close them promptly. Staff establish positive partnerships with staff at other settings that children also attend. This helps provide them with a good consistent approach to their shared care and learning. For example, they regularly share children's next steps in their learning. Staff effectively support children to prepare for their eventual move on to school. For example, children count as they play with confidence. Staff build on children's interests well. For instance, children who enjoy looking at an atlas, go on to become 'pilots' as they fly to different destinations from around the globe.

Personal development, behaviour and welfare are good

Children are polite and behave well. They develop good social skills and build meaningful friendships. For example, they play together, take turns and share resources happily. Children have good opportunities to challenge their physical skills. For example, they negotiate more difficult equipment, like rope ladders and monkey bars. Children develop a good understanding of the importance of healthy lifestyles. For example, they discuss the importance of washing away germs and help prepare healthy and balanced snacks.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities make good progress. Children gain good skills to support their future learning. For example, younger children give meaning to marks they make as they draw and older children write their name with confidence. Children have a positive level of empathy and kindness. For example, they regularly visit the elderly residential home to share activities.

Setting details

Unique reference number	103831
Local authority	Medway
Inspection number	10080449
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	38
Name of registered person	Parkwood Community Association Committee
Registered person unique reference number	RP519725
Date of previous inspection	15 January 2018
Telephone number	01634 371886

Parkwood 'Poppets' Playgroup registered in 1997. It is located in a community centre in Gillingham, Kent. The setting employs nine members of staff. All of whom hold a relevant early years qualifications at level 2 and above. This includes one member of staff who has an early years degree. The setting opens from Monday to Friday term time only. Sessions are from 9.15am to 3pm. It provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

