

Boughton Monchelsea Playgroup Association

The Village Hall, Church Street, Boughton Monchelsea, Maidstone, Kent
ME17 4HN



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| Inspection date | 24 January 2019 |
| Previous inspection date | 25 November 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- Children enjoy a very broad, interesting range of activities that cover all areas of learning. They make good progress as they learn through exploration and discovery.
- The care and teaching for children with special educational needs and/or disabilities (SEND) are strong. Staff work effectively with a range of other professionals, and with parents, to identify children's unique needs and to plan coordinated and cohesive support.
- Staff support children to understand the importance of making healthy choices in relation to food and teach them to follow good personal hygiene practices. Children confidently join in with handwashing routines before meals and independently blow their noses and dispose carefully of the used tissues.
- Children behave well and develop good social skills. They learn to share and take turns as they play, and form friendships with others.
- Partnerships with parents are effective. Parents receive a friendly welcome as they drop off and collect their children, and have good opportunities to discuss their child's progress and contribute observations from home.
- The manager and staff team work well together and constantly review their practice, successfully identifying areas for improvement. For example, they have made changes to the organisation of large group 'show and tell' activities to support children to become more confident in speaking out in front of others.
- At times, some staff do not recognise when quiet, less-confident children may respond to encouragement to join in with activities.
- Arrangements to monitor the impact of educational programmes are not as precise as possible to help staff identify any emerging gaps in the progress of groups of children at the earliest opportunity.

What the setting needs to do to improve further

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

- provide more support for some staff to pick up the signals that a child is trying to find the confidence to join in with an activity
- sharpen the procedures for monitoring the quality of teaching and the impact on children's learning, to target educational programmes even more precisely.

Inspection activities

- The inspector viewed all areas of the premises used by children.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector observed the interaction of staff and children during a range of activities and completed a joint observation with the manager.
- The inspector viewed a range of relevant documentation.

Inspector

Liz Caluori

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff fully understand their responsibility to keep children safe. They have a secure knowledge of the potential signs that may indicate concerns about a child's welfare and know how to make a child protection referral if necessary. The manager and staff team work very well together, creating a friendly, positive atmosphere. They communicate regularly and effectively, and constantly explore ways to make improvements to their service. The manager monitors the outcomes for children well enough to know that teaching is strong overall, and she is aware of the strengths in the teaching practices of each member of staff. There is a strong commitment to supporting staff to continually enrich their skills and knowledge. For example, some staff have recently attended training that has helped to hone their skills in supporting the language skills of specific children. The manager allocates additional funding effectively to pay for training and services to target support for children.

Quality of teaching, learning and assessment is good

Staff observe children and accurately assess the progress that they are making. They use this information to plan activities to support each child to reach the next step in their learning. Parents regularly review their child's learning records and contribute observations from home to support staff in setting learning goals. Children enjoy the broad range of activities on offer and achieve well. They happily explore the resources set out and confidently approach staff for support when needed. Children are interested in books and concentrate well as they listen to the stories skilfully read by staff. This, along with the encouragement to explore writing materials, helps to promote their early literacy. Staff successfully adapt the teaching of mathematics throughout a range of activities to reflect the different interests and learning styles of each child.

Personal development, behaviour and welfare are good

Children are happy as they play and learn. They behave very well and learn to share and take turns, helping them to gain positive social skills. Children make friendships and, following the good role modelling of staff, are considerate of the needs of others. The care and teaching for children with SEND is highly coordinated and effective. Children benefit from the one-to-one support they receive and make good use of a range of specialist resources that provide sensory experiences.

Outcomes for children are good

The good progress children are making in their learning, as well as their confidence and strong social skills, helps to prepare them well for their future learning and eventual move to school. They are curious and highly motivated learners. For example, they are fascinated by the snow and excitedly explore the cold, wet snowflakes with their friends.

Setting details

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| Unique reference number | 127031 |
| Local authority | Kent |
| Inspection number | 10063735 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 1 - 5 |
| Total number of places | 40 |
| Number of children on roll | 84 |
| Name of registered person | Boughton Monchelsea Playgroup Association Committee |
| Registered person unique reference number | RP902007 |
| Date of previous inspection | 25 November 2015 |
| Telephone number | 07999 824478 |

Boughton Monchelsea Playgroup Association registered in 1968. The playgroup opens on Monday, Tuesday, Thursday and Friday from 9am to 3.45pm, and on Wednesday from 9am to midday. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years. The playgroup employs 12 members of childcare staff, nine of whom hold appropriate early years qualifications between level 2 and level 6.

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