

Warden Bay Playgroup

Village Hall, Warden Bay Road, Warden, Sheerness, Kent ME12 4NB



Inspection date	3 May 2019
Previous inspection date	15 July 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

- Partnerships with parents are strong. Staff use various ways to engage and involve parents effectively in the pre-school and in their children's learning.
- The manager accurately evaluates the pre-school. She includes the views of parents, staff and children to help identify areas for further improvement. For instance, the outdoor play environment has been enhanced to extend opportunities for children to use their critical thinking skills.
- The manager supports staff to keep their knowledge up to date. For example, staff access regular training, to help improve practice.
- Children develop the skills needed for their future learning and move to school. For instance, they learn to give meanings to the marks they make as well as identify and write their own names.
- Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements.
- Children make good progress in their learning from their individual starting points.
- At times, staff do not provide children with explanations to enhance their understanding.
- Staff do not consistently support children's growing independence and self-help skills, as they undertake tasks that children could do themselves.

What the setting needs to do to improve further

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

- increase further the support given to children to enhance their understanding
- make the most of routine activities to consistently support children's growing independence.

Inspection activities

- The inspector observed the quality of teaching and children's activities. She completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff's suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff's planning documentation and the children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of leadership and management is good

The manager monitors children's progress effectively to close any emerging gaps. For example, staff have implemented strategies to engage children in role-play opportunities and help to enhance their imaginative skills effectively. Safeguarding is effective. Staff keep their safeguarding knowledge up to date and are fully aware of the procedure to follow if they have concerns about a child's welfare. The manager continually monitors staff's suitability effectively. Additional funding is used effectively to meet the individual needs of the children. For instance, children benefit from support provided from outside agencies to help enhance their physical development.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents about children's interests and development at home. They use this well to help them build on children's learning experiences. For example, as children excitedly discover a worm in the garden, the member of staff takes this opportunity to enhance children's knowledge of insects, including worms, effectively. She shares a story about a worm with the children and teaches them about the characteristics of the insect. Staff accurately assess individual children's levels of development and plan effectively for their next steps in learning in partnership with parents. Staff teach mathematics well. For example, they engage the children in problem-solving, comparing size and counting objects within their play experiences.

Personal development, behaviour and welfare are good

Staff build on children's confidence and sense of belonging well. The key-person system works well and relationships between staff and children are strong. Children are encouraged to be polite and have a good understanding of sharing and taking turns. They learn to respect and care for each other as well as the pre-school pets. For instance, they share in taking responsibility for the pre-school hamster for the weekend, taking him home and ensuring he is well cared for while away from the setting. Staff help children to develop their awareness of foods that are healthy. For example, they provide a choice of nutritious snacks and engage children in discussions about healthy food.

Outcomes for children are good

Children enjoy a range of experiences to learn about the local community and gain a strong sense of belonging. For instance, they benefit from regular visits to the local children's centre, post office, bakery and parks. Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which includes positive cultural images and dual-language text and role-play resources.

Setting details

Unique reference number	127753
Local authority	Kent
Inspection number	10063746
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	38
Name of registered person	Warden Bay Playgroup Committee
Registered person unique reference number	RP906647
Date of previous inspection	15 July 2015
Telephone number	07733210301

Warden Bay Playgroup registered in 1995 and is in Sheerness, Kent. The pre-school opens for five mornings and two afternoons, during term time only. There are eight staff members, six of whom hold early years qualifications. The pre-school is in receipt of funding for two-, three- and four-year-olds.

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