

Hempstead Pavilion Playgroup

Hempstead Playing Fields, Gillingham ME7 3RH



Inspection date	22 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 secure and trusting relationships with children. They focus on promoting children's well-being. This helps children settle quickly, happily and confidently into their play.
- Staff support children to prepare for their eventual move to school effectively. They encourage children to be independent, for example dressing and undressing in uniform. This helps children to understand what will be expected of them by the teachers.
- The manager and staff establish positive partnerships with parents and keep them fully involved and informed in their children's learning. For instance, staff encourage them to share children's achievements from home regularly.
- Staff help children to develop good mathematical skills to support their future learning. For example, children confidently count as they play and they problem solve as they use weighing equipment.
- Staff provide interesting opportunities for children to explore and investigate. For instance, they explore different materials as they hunt for 'hidden treasure' with metal detectors.
- The manager closely monitors the quality of the consistency of care and teaching that staff provide for children. For example, she holds regular individual meetings with them and together they discuss their practice to help develop their future performance.
- Staff do not make the most out of ways to extend children's respect and understanding of other people's similarities and differences from around the world.
- Staff do not consistently communicate with other early years professionals to strengthen their partnerships with staff at settings children also attend.

What the setting needs to do to improve further

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

- extend children's respect and understanding of other people's similarities and differences outside of their own communities and religious beliefs
- build on partnerships with staff at settings that children also attend to strengthen the consistency of their shared care and learning experiences more extensively.

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 evaluate their practice together effectively. For example, they have daily discussions to review how well the day's events and activities motivate children. They use their findings to support their future detailed plans and help keep children engaged in their learning experiences. All staff are keen to build on their knowledge and skills further and they attend regular beneficial training. For instance, they have learned about the different ways to support children to develop their core muscles and physical skills, such as the benefits of using bouncing equipment. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to seek advice. Staff help children learn how to remain safe, for example they teach children the rules about how to cross the road safely on regular walks in the local environment.

Quality of teaching, learning and assessment is good

The manager and staff closely monitor and track children's individual and specific group progress. This supports them to promptly highlight any gaps in their development. Staff provide good support to help children quickly catch up in their learning and continue to make good progress. Staff support children to develop their communication skills well. For example, they consistently ask children thought-provoking questions and give them time to think and then respond. Staff build on children's interests well. For instance, when children explore ice, they go on to discuss animals and their different living habitats. They talk about polar bears and penguins surviving in the arctic winter conditions. Children have good opportunities to be imaginative. For example, they bring their fantasies alive as they happily explore their home-made prehistoric dinosaur land and fairy garden.

Personal development, behaviour and welfare are good

Children are polite and behave well. They develop good social skills and happily play together, taking turns in team games such as skittles. Children gain a good understanding of the importance of healthy lifestyles. For example, they harvest their own healthy items for snack and cooking activities, such as broad beans, lettuce and radishes. Children develop good physical skills and use challenging ways to explore the different ways they can move their bodies. For example, they confidently build and negotiate obstacle courses, including climbing walls, tyres and stepping stones.

Outcomes for children are good

Children of all ages make good progress in their learning. Children develop good hand-to-eye coordination. For instance, they use tongs to move fruit and enjoy pouring activities using funnels in water play. Children participate in activities that require good levels of maturity, for example they use real tools, such as hammers and nails. Children write simple words and their name with confidence. They enjoy a wide range of reading materials.

Setting details

Unique reference number	EY543640
Local authority	Medway
Inspection number	10092687
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	52
Name of registered person	Hempstead Pavilion Playgroup Limited
Registered person unique reference number	RP543639
Date of previous inspection	Not applicable
Telephone number	07543 582592

Hempstead Pavilion Playgroup registered in 2017 and is located in Hempstead Valley in Gillingham, Kent. The setting is open Monday and Friday, from 9am to 3.30pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs eight members of staff, six of whom hold relevant early years qualifications at level 3.

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