

# Bethersden Playschool Ltd



Bethersden School, Bethersden, Ashford, Kent TN26 3AH

<b>Inspection date</b>	26 June 2019
Previous inspection date	22 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff establish positive partnerships with parents and keep them fully involved. For example, they regularly encourage parents to add to their children's learning records. Staff share helpful advice to keep parents informed, such as healthy eating tips.
- The manager and staff evaluate their practice together effectively. They hold daily discussions to reflect on how well the day's activities motivated children to learn. Staff use their findings to support their future activity plans. This helps keep children engaged and interested to continue to make good progress in their learning.
- Staff establish inspirational relationships with children. Staff get to know them incredibly well. Children are extremely happy and have amazing levels of self-esteem.
- Staff support children to develop very good communication skills. For instance, they are imaginative and enthusiastic to make up their own stories and share their fantasies with their friends. Children are extremely confident to articulate their thoughts and ideas.
- All children have excellent opportunities to be independent. They choose their own play, find their belongings and complete their own tasks with great confidence.
- Children have good opportunities to explore and investigate the natural world. For example, they learn about life cycles of the caterpillar and enjoy regular planting and bug-hunting activities.
- Staff miss some ways to extend children's mathematical and number skills to support their future learning even further.
- Staff do not consistently support children to develop their skills and interest in their early writing to help prepare them for their eventual move to school more extensively.

## 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 opportunities to gain more-complicated number and mathematical skills to help further prepare them for their eventual move to school
- build on children's skills and interest in early writing to support their future learning even more consistently.

### 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 pre-school.
- 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 closely monitors the quality of care and teaching staff provide children. For example, she carries out daily observations of their practice. She provides staff with helpful advice and feedback to support their future performance. Staff are keen to keep up to date with new early years information and build on their skills and knowledge further. They attend regular training beneficial to their practice. For instance, they have learned how to ensure that they engage children in storytelling sessions to develop their communication and imagination even further. Staff use additional funding effectively to meet children's individual needs. For example, they have purchased more resources to support children's interest in outdoor play, such as gardening equipment. Safeguarding is effective. All staff have a thorough knowledge of the safeguarding procedures to follow to help protect children's safety and welfare and prevent them from harm. This includes knowing who to contact to seek additional advice and follow up any concerns.

### Quality of teaching, learning and assessment is good

The manager and staff closely monitor and track individual and specific groups of children's progress. This enables staff to quickly identify any gaps in children's development and provide good support to help close them promptly. Staff establish positive partnerships with other early years professionals. For example, they share children's achievements with staff at settings they also attend. This helps provide them with a good consistent approach to their care and learning. Staff build on children's interests well. For instance, when children explore winter, they go on to learn about animals who live in wintery conditions, like the Antarctic. Children explore polar bears and penguins and enjoy making icebergs and glaciers with ice to create their natural habitats.

### Personal development, behaviour and welfare are outstanding

Staff are inspirational role models. Children are extremely polite and their behaviour is impeccable. Children have amazingly good opportunities to challenge their physical skills. For example, they enjoy regular yoga and tennis sessions and learn about different ways to move their bodies. Children have excellent opportunities to understand the importance of healthy lifestyles, for instance, discussing different food groups and the benefits on their bodies, such as protein and carbohydrates. Children have outstanding opportunities to develop their understanding of other people's similarities and differences. For example, they learn about an extensive range of faiths, such as Islam and Sikhism. They learn to say 'hello' in an incredibly wide range of languages, including Spanish and Chinese.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress. Children gain good skills to support their future learning. For example, children recognise simple words and letters with confidence. Children have good opportunities to be creative. They explore paint in interesting ways, such as using cotton buds, strings and marbles. Children enjoy simple science experiments, such as exploring ice play and learning about the concept of melting and solidifying water.

## Setting details

<b>Unique reference number</b>	EY270461
<b>Local authority</b>	Kent
<b>Inspection number</b>	10104236
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Bethersden Playschool Ltd
<b>Registered person unique reference number</b>	RP903351
<b>Date of previous inspection</b>	22 June 2015
<b>Telephone number</b>	07743 237933

Bethersden Playschool Ltd registered in 2004. It is located in the grounds of Bethersden Primary School in Ashford, Kent. The setting is open Monday to Friday from 9am to 3pm, term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, five of whom hold a relevant early years qualification at level 3.

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