

St Peters Playgroup

Holm Place Sports & Social Club, Queenborough Road, Minster On Sea,
Sheerness, Kent ME12 3DF



Inspection date	9 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The provider does not ensure the policy for the use of mobile phones and cameras is consistently applied.
- The provider does not make sure that staff ratios and deployment are fully effective. This does not help children receive the best possible play experiences at all times.
- Staff, at times, do not consistently support children's communication and language skills further, including those who speak English as an additional language.

It has the following strengths

- The provider successfully monitors her staff. For example, she provides regular supervision, observes their practice and offers training to help develop their skills.
- Staff provide regular opportunities to involve parents in their children's learning, such as daily discussions and frequent written assessments. This helps to provide continuity in learning and care. Children progress well.
- Children build a secure sense of belonging and understand their place in the world. For instance, staff display pictures of them with their families. This helps to support children's emotional well-being.
- The provider has sound accident, incident and medicine procedures and reviews these regularly. Staff implement these well to help ensure children's health and safety are maintained.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
make sure the mobile phone and camera policy is understood and continually effective	02/08/2019
ensure staff ratios and deployment are always successful to help children obtain the best possible development opportunities.	02/08/2019

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

- provide more opportunities for children to develop their communication and language skills further, including those who speak English as an additional language.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint observation with the provider.
- The inspector held discussions with the provider and staff at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including evidence of suitability checks and children's records.
- The inspector spoke to parents and children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. They know how to escalate their concerns if leaders did not take action. However, occasionally, the provider does not ensure that the mobile phone and camera policy is adhered to. She took immediate action to rectify the issue, to help protect children. The provider evaluates the quality of the provision effectively. For example, she recognised the need to provide more opportunities for children to build their mathematical development further. The provider arranged different activities, such as scales, tills and numbers in the environment, to help children prepare well for their move to school. The provider monitors children's progress effectively. The provider and staff successfully work with other professionals to help support children's development, including those with special educational needs and/or disabilities. The provider efficiently uses additional funding. For example, she purchases activities and resources that suit children's interests and abilities, and offers one-to-one support for their specific needs.

Quality of teaching, learning and assessment is good

Staff know their individual children well and how to support their next stage in learning. They skilfully build on children's ideas and imaginative play. For instance, staff successfully encourage them to describe the pictures they draw. Children eagerly explain that above the water their drawing is a 'helicopter' and below the water a 'submarine'. Staff successfully help children to manage their own risks and build resilience. For example, children carefully balance on wooden planks and tyres. Staff intuitively do not intervene, unless needed, and gently guide them. As a result, children sustain their concentration and persist when challenges arise. However, occasionally, staff do not make the most of opportunities to help children use and develop their home languages.

Personal development, behaviour and welfare require improvement

The provider does not ensure that her staff ratios are consistently successful, for example when visitors and students are on the premises. Therefore, staff struggle to make the best use of their deployment to help ensure that children's play is successfully supported. Staff help children learn about the importance of a healthy, balanced diet. For example, they offer children the opportunity to swap items in their lunches for a nutritious option, such as fruit or a yoghurt. Staff grow their own vegetables and sell these to parents. Children have opportunities to be involved in a 'smile challenge' to assist their understanding of good oral health. This aids children's physical health and well-being. Staff encourage children to share and take turns, which helps them learn to manage their behaviour. Children behave well.

Outcomes for children are good

Children are happy and enjoy their time at playgroup. They make progress appropriate for their age and ability. Older children are confident to talk to adults and involve them in their play. They enthusiastically discuss going to school and their families. Children successfully build their physical and sensory skills. For instance, they build towers with toy bricks and shaving foam, and explore different materials, such as roof tiles.

Setting details

Unique reference number	EY561165
Local authority	Kent
Inspection number	10114242
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	34
Number of children on roll	53
Name of registered person	Smith, Katie Louise
Registered person unique reference number	RP561164
Date of previous inspection	Not applicable
Telephone number	07710418564

St Peters Playgroup registered in 2018 and is located in Minster On Sea, Sheerness, Kent. The playgroup opens Monday to Friday, during term time only. Sessions are Monday and Friday from 8.45am to 11.45am, and Tuesday, Wednesday and Thursday 8.45am to 3.30pm. The playgroup provides funded early education for two-, three- and four-year-old children. The provider is qualified to level 3 and there are eight staff, seven of whom have appropriate early years qualifications.

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.

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