

Inspection of Five Wents Preschool Playgroup

Memorial Hall, Swanley Lane, Swanley, Kent BR8 7LD

Inspection date: 8 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and arrive at the pre-school eager to learn. Staff's interactions with children are warm, caring and nurturing. Staff are enthusiastic and praise children for their efforts, achievements and positive behaviour.

Children generally have a positive attitude to learning. They make choices about what they want to do and take part in activities that help build on their knowledge and skills over time. Staff have high expectations for all children. They are committed to providing high-quality, inclusive care and education for all children and their families. Children develop a good level of independence. They tend to their own care needs and prepare themselves for the outdoor environment. Older children self-register on arrival and independently manage their own snack when they need it. They are quickly developing the skills they need for the next stage in their learning.

Children are eager to explore, investigate and find things out. They show good levels of emotional well-being, are self-assured and develop good social skills. Children are supported effectively to understand and regulate their own feelings and emotions. They refer to a familiar and well-loved story to express how they are feeling, and staff support them to make positive progress.

What does the early years setting do well and what does it need to do better?

- Since children returned to the setting after the COVID-19 pandemic national lockdowns, staff have recognised the need to focus on children's language and communication. They frequently adapt their practice for individual children. For example, some children are supported with the pronunciation of words through opportunities to speak slowly and repeat. Some children are given instructions to follow or choices to make with one or two simple words, and others with more complex sentences.
- Staff are skilled at spontaneously following children's interests and have a clear intent for what they want children to learn. Children enjoy creating structures with magnetic blocks. Staff interact with the children, extending their vocabulary as they talk about the 'magnetic' shapes and how they are 'stuck to metal'.
- Children with special educational needs and/or disabilities are supported very well. The manager and staff have a good knowledge and understanding of all children and their needs. They work closely with parents and other professionals. This helps them to find the best ways to help individual children to catch up with their peers.
- Partnerships with parents are good. Parents report positively about how happy their children are attending the pre-school. Staff work closely with parents and gather information from them before children start attending. This enables them

to find out what children already know and can do, and plan for their next steps. Staff ensure that parents remain continually up to date about their children's ongoing care and learning.

- Children show good physical skills. They explore different ways of moving, such as climbing over and jumping between stepping stones. Children are provided with a wide range of opportunities to extend on their physical development. They participate in music and movement sessions and sports coaching classes. This helps to enhance their balance and coordination skills.
- The manager is motivated and enthusiastic. She strives to support staff to deliver an effective curriculum to enable children to learn as much as they can. Regular self-evaluation and effective teamworking contribute to a well-organised provision. Staff have good opportunities for professional development. They access a wide range of training topics and support from the manager.
- Overall, children are engaged in their learning experiences. However, at times, staff do not recognise when children have lost interest during adult-led group activities. They do not organise group activities to their full potential to ensure all children are able to engage in the learning opportunity.
- Staff provide children with opportunities to make marks outside. Children enjoy drawing and using clipboards. However, opportunities for children to practise their early writing skills are not promoted as well. For example, staff do not ensure that children use an effective pencil grip and resources are sometimes more limited.

Safeguarding

The arrangements for safeguarding are effective.

The premises, equipment and resources are well maintained, and staff are vigilant in identifying and adapting practice to ensure children's safety and security. Children learn to manage risks as they help to create obstacle courses. They learn about danger and find out how to make the environment safe through enjoyable activities. The manager and staff have a clear understanding of safeguarding and implement procedures to protect children from harm. They know to follow local referral procedures if they have a concern about a child or member of staff. There is a thorough training plan in place to ensure safeguarding training is always up to date, including regarding the 'Prevent' duty.

What does the setting need to do to improve?

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

- provide further guidance for staff to manage group activities more effectively, to ensure that all children remain fully engaged in their learning
- improve the opportunities for children to practise and develop their early writing skills.

Setting details

Unique reference number	EY557273
Local authority	Kent
Inspection number	10190769
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	40
Number of children on roll	44
Name of registered person	Tadman, Sasha Victoria
Registered person unique reference number	RP557272
Telephone number	07538 561854
Date of previous inspection	Not applicable

Information about this early years setting

Five Wents Preschool Playgroup registered under new ownership in 2018 and is located in Swanley, in Kent. The pre-school is open on Monday, Wednesday, Thursday and Friday from 9.15am to 12.15pm, and on Tuesday from 9am to 2.30pm, term time only. There are eight members of staff. The manager is a qualified teacher. The setting provides funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector sampled documentation such as staff files, first-aid certificates and risk assessments.
- The manager and the inspector took part in a learning walk at the start of the inspection, to find out what staff intend children to learn and how they implement the curriculum.
- The inspector and the deputy manager carried out a joint observation to find out how they evaluate teaching.
- The inspector spoke to staff and children throughout the inspection and obtained the views of parents.

We carried out this inspection 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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