

Inspection of St Peter's Playgroup

The O'Sullivan Centre Sacred Heart Church, 63 West Street, Sittingbourne, Kent
ME10 1AN

Inspection date: 13 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The leaders and management at the playgroup do not effectively track and monitor staff. All staff do not have a secure knowledge of the early years curriculum or understand their role in helping to support children expand their knowledge. Therefore, they are not able to offer high-quality learning experiences for all children.

Children have daily opportunities to explore outside to help develop their physical skills. They enjoy filling pots and pans in the mud kitchen as well as moving items around the garden. For instance, children eagerly fill the wheelbarrows with soil before transporting them to other areas of the garden. They develop their awareness of the space around them as they weave between obstacles and friends. Children have opportunities to practise riding on push along tricycles in the enclosed indoor area, before progressing on to using balance bicycles.

Children feel safe and are happy to come into the playgroup to meet with staff and friends. They are polite and kind to others. They have a very wide range of activities set out for them to choose from throughout the day. Some children find the choices overwhelming. As a result, they do not always engage in meaningful play before moving on to their next activity.

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

- There have recently been changes to the day-to-day management of the playgroup. The dedicated new management team continue to work on improving the service they provide to children and parents. They are aware of the importance of having a well-qualified and trained staff team. There have been additional challenges due to COVID-19. However, the trustees have clear aims for the future of the playgroup.
- Staff provide children with a busy environment. They know the children well and make use of children's interests to plan the day's activities. However, not all staff have a secure understanding of the areas of learning and development. They do not effectively challenge and extend children's skills in a suitably engaging environment. Consequently, children do not always have meaningful experiences to support them progressing in their development.
- Staff give children clear instructions, so that they understand the expectations for their behaviour. They know the children well and reinforce positive behaviour. For instance, staff talk to children about how kind they have been, as they let their friends take a turn riding the tractor.
- Children are eager to join in with song time and enjoy singing familiar songs, especially those with actions. Staff effectively use repetition to help children develop their communication and language. For instance, they encourage

children to identify items in the room starting with the letter 's'. Staff make good use of praise to support children to gain a sense of achievement.

- Staff are vigilant and are aware of the importance of children's safety. They carry out effective risk assessments. Children learn how to keep themselves and others safe. For instance, they help staff count the children before they go outside to play.
- Parents speak highly of the staff team and comment that they value the care and support their children receive. Staff regularly inform parents about daily routines. However, staff do not always share sufficient information with parents about their children's progress.
- The management uses additional funding effectively to help promote children's emotional development. For instance, they recently purchased outdoor play equipment to help settle children and focus learning. The manager is passionate about supporting all families within the community. For example, they employ additional staff to support more vulnerable children and families with one-to-one care. The special educational needs coordinator works closely with other professionals to help support any children with special educational needs and/or disabilities and those who speak English as an additional language.

Safeguarding

The arrangements for safeguarding are effective.

The leaders and managers of the playgroup have a secure understanding of how to safeguard children. The provider has recently updated their vetting and recruitment procedures. They now have stronger recruitment procedures in place to ensure all adults working with children are suitable. They ensure staff receive relevant information as part of their induction, such as copies of policies and procedures. Staff have a suitable knowledge of the signs that may indicate that a child is at risk of abuse or neglect, including wider safeguarding concerns such as the 'Prevent' duty. Staff and trustees are fully aware of their duty to report any safeguarding concerns and the procedures to follow if they have any worries about a child's welfare.

What does the setting need to do to improve?

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

	Due date
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develop staff teaching skills to enable them to offer children a suitable curriculum, that delivers an engaging learning environment and offers meaningful interactions that increase children's knowledge and skills	01/02/2022
ensure staff understand their roles and responsibilities and offer high-quality experiences that promote the interests of children.	01/02/2022

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

- strengthen information sharing with parents to further develop partnership working.

Setting details

Unique reference number	2527149
Local authority	Kent
Inspection number	10208338
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	St Peter's Playgroup CIO
Registered person unique reference number	2527148
Telephone number	01795424864
Date of previous inspection	Not applicable

Information about this early years setting

St Peter's Playgroup registered in 2019. It operates from The O'Sullivan Centre in Sittingbourne, Kent. The playgroup is open from 8.30am to 3pm, during term times only. The nursery provides funded early education for two-, three- and four-year-old children. The provider employs 10 members of staff, most of whom most hold a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sara Garrity

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.
- During the learning walk the deputy manager explained to the inspector how they plan the daily routines and set out the environment.
- The inspector carried out a joint observation with the deputy manager.
- Parents took time to speak to the inspector about the service they receive.
- The inspector spoke to staff and children at appropriate times during the inspection and observed staff interacting with the children indoors and outside.
- Some of the playgroup trustees met with the inspector to explain their roles and how they support the staff.

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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