

# Inspection of Saltwood Play and Learning Centre

Saltwood C of E Primary School, Grange Road, Saltwood, HYTHE, Kent CT21 4QS

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Inspection date: 10 February 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are greeted by staff at the gate where parents drop them off. They are then welcomed into the setting by their key person. Children know to hang their coats and bags up, and put their lunch box on the lunch trolley and their water bottle on the table. Upon arrival, children wash their hands independently before happily finding an activity that has been thoughtfully set up for them.

Children are sociable and communicate well with each other. At mealtimes, they enjoy healthy packed lunches. Children sit together with staff and talk to each other about the food they are eating. They know to put their rubbish in the bowls provided and wash their hands afterwards.

Children behave well and are beginning to understand the consequences of their actions. They know to use 'walking feet' and 'indoor voices' when they are inside. Children learn that they may hurt themselves if they run and fall over.

Outside, children enjoy practising their physical skills. They use wheelbarrows to move wooden planks from one place to another. Children work together to build tracks for the cars using the wooden planks. This helps to develop children's social skills. Some older children use the planks as a slide and are reminded how to do this safely.

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

- The manager provides regular supervision for all staff. She observes their practice and uses this to help staff improve their interactions with children. Staff attend various training courses and cascade their knowledge back to the staff team. Staff report how well supported they feel.
- Children benefit from a wide range of activities that support all areas of the early years foundation stage. Staff observe children to make sure they are achieving the individual targets set for them, and set new targets for children regularly. However, staff are not always clear on the skills and knowledge they want all children to develop. As a result, some children do not have enough time to embed their learning in order to sustain high levels of focus.
- The manager uses additional funding well and has recently purchased resources to support children's language development and improve their confidence. The manager monitors the impact of how well any additional funding used is supporting children's learning and development. As a result, children's social communication skills are improving.
- Staff work with external agencies well. This helps them to consistently use the same strategies to support children's speech and language development. Staff access local network meetings and forums to share ideas and learn from others.

As a result, children are making good progress.

- The manager is committed to building on partnerships with parents. She listens to feedback that parents provide and takes action to improve the ways they share information where necessary. Parents know who their child's key person is and are happy with the progress their children are making.
- Literacy is at the heart of the curriculum and staff encourage children to have a love for books. The staff are in the process of improving how they support parents to help extend their children's learning at home. For example, they are creating story sacks for parents to borrow to read to their children at home.
- Staff introduce new vocabulary to children while following their interests. For example, children show positive attitudes to learning as they look at books about different animals and mammals. Staff use words such as 'gigantic' and 'humungous' to describe the different animals, which children later repeat during play.
- Children are learning to be more independent and manage their own self-care. Staff respect younger children's wishes and ask if they are ready for their nappy to be changed. Children are given time to finish their play before carrying out such routines. This helps children to feel secure and respected.
- Children are learning about how to make healthy food choices. For example, children eagerly wait their turn to pick pictures of foods out of a bag. They then decide as a group if they are healthy or unhealthy foods. Staff provide children with extra information about foods, for example if they contain a lot of salt and sugar.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager understands her role as the designated lead for safeguarding and makes sure relevant training is kept up to date. The provider supports her and they are both aware of the procedures to follow should they have concerns about a child. Staff know how to identify the signs that a child may be being exposed to harm and their responsibility to safeguard children. This includes wider safeguarding aspects such as protecting children from extreme views. Staff know the local safeguarding partnership procedures and how to make a referral. They are aware of risk and how to support children in managing their own risks.

## **What does the setting need to do to improve?**

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

- build upon staff's understanding of the curriculum intent and how this is delivered to ensure children are given enough time to embed their learning and develop high levels of focus.

## Setting details

<b>Unique reference number</b>	EY402676
<b>Local authority</b>	Kent
<b>Inspection number</b>	10217050
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Saltwood Play and Learning Centre
<b>Registered person unique reference number</b>	RP902371
<b>Telephone number</b>	01303 238712
<b>Date of previous inspection</b>	20 April 2016

## Information about this early years setting

Saltwood Play and Learning Centre registered in 2010. It is situated in Saltwood, near Hythe in Kent. The nursery operates from 9am to 3pm, during term time. The breakfast club opens from 7.45am to 8.45am, and the after-school club for school-age children opens from 3.20pm to 6pm. The nursery employs eight staff, seven of whom hold qualifications to at least level 3. The deputy manager holds an early years degree and early years professional status. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Pippa Clark

## 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector and the deputy manager took part in a joint observation and observed the quality of teaching.
- The inspector spoke to children, to find out about their time at the setting.
- Parents shared their views of the setting with the inspector.
- The inspector sampled various documents, including staff files, planning records and training certificates.

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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