

Inspection of St Peters Playgroup

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

Inspection date: 15 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are safe and happy. They have formed strong attachments with the fun-loving and caring staff. Children settle quickly and are soon busy and engaged in purposeful play. There is much fun and laughter as they find their friends.

Children benefit from the high expectations that staff have for their well-being and behaviour. Their ideas and thoughts are sought and valued by staff. This helps children to develop positive self-esteem and self-confidence. They learn to respect each other's needs and views as they form lovely friendships with one another.

Children play in the well-resourced outdoor space throughout the day. They develop their knowledge and social skills, as well as their physical abilities. Children's curiosity and sense of wonder is ignited when they discover a hedgehog, dig for worms, and chase bubbles. This supports their understanding and appreciation of the natural world. Children are well prepared for the next stage in their education.

Children are motivated and inquisitive. For example, they ask questions and share their knowledge as they pretend to be builders, draw butterflies, and experiment with water, funnels and guttering. Children negotiate together to successfully work in small groups, such as when they build a home for a hedgehog or complete jigsaw puzzles. They listen to one another as they learn about what makes each of them special, similar and different.

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

- The manager is very knowledgeable and understands how to create a suitable curriculum for all children. She successfully shares her vision for children's learning with staff. This ensures that the quality of teaching across the playgroup is consistently good. Staff feel supported and valued in their roles.
- Staff know the children well. They recognise children as individual and unique learners. They create stimulating activities that follow children's ideas and interests. For example, children develop their creative skills as they use toy cars to make prints in the paint and sand. Staff reflect on what they are providing for children to ensure every interaction they have with children is supporting their learning. However, sometimes, staff do not build on what children already know to extend their learning to the highest level.
- Children develop their physical skills outdoors in the fresh air. They build strength and coordination as they push barrows, ride bicycles and climb trees. They learn to control movements as they scramble around the obstacle course, run and climb. They pour water and mix potions in the mud kitchen, and build with large bricks to support their hand-to-eye coordination and small-muscle

skills.

- Children's communication and language skills are good. Staff and children enjoy lots of high-quality conversations throughout the day. Children love to share their experiences with staff and engage them in their play. For example, staff talk about going to the dentist as children pretend to be dentists cleaning teeth.
- Children develop a love of books. They enjoy listening to stories with staff in the cosy book area. Children are familiar with the words and delight in helping staff to retell the story. Children learn new words as they sing with gusto at group times and follow rhythms as they play musical instruments outside.
- Children learn to care for one another and other living things. They help staff to find their friends at snack time to make sure no one misses out. They show concern for the hedgehog when they think about how to keep it safe, warm and fed. They spend time at the local farm, where they learn about how the farmer cares for the cows and chickens. This helps children to respect the natural environment and to learn about their responsibilities toward each other.
- Staff develop children's problem-solving skills. They ask questions and give children time to think and respond. However, staff overlook opportunities to develop concepts and extend children's mathematical skills. For example, during activities, staff do not consistently use mathematical language to describe position and shape, or count.
- Parents say how happy their children are at playgroup. Staff regularly share information with them about what their children are learning. This helps parents to continue to support their children's development and skills at home. Staff regularly ask parents for feedback on their practice and take account of their views. This helps the provider to fully meet the needs of the children and the community.

Safeguarding

The arrangements for safeguarding are effective.

The provider and manager understand their responsibilities for keeping children safe. They have recruitment procedures in place to ensure the suitability of all staff working with children. They understand the needs of their unique island community and they work well with other professionals. Staff know what to do if they are concerned about the welfare and safety of children. They know how to refer their concerns, including if any allegations are made against staff. They receive training to increase their knowledge of wider safeguarding issues, such as the 'Prevent' duty guidance and how to keep children safe when they are online. Children learn to express their thoughts and feelings effectively so that they can begin to keep themselves safe.

What does the setting need to do to improve?

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

- support staff to use their good knowledge of the children to consistently challenge and extend children's learning and skills to the highest level
- enhance the curriculum for mathematics to provide children with planned and spontaneous opportunities to explore numbers and mathematical concepts while they play.

Setting details

Unique reference number	EY561165
Local authority	Kent
Inspection number	10117906
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 at time of inspection	2 to 4
Total number of places	34
Number of children on roll	41
Name of registered person	Smith, Katie Louise
Registered person unique reference number	RP561164
Telephone number	07710418564
Date of previous inspection	9 July 2019

Information about this early years setting

St Peters Playgroup registered in 2018 and is located in Minster on Sea, Kent. The playgroup opens from 8.45am to 3.30pm, Monday to Thursday, during term time only. The playgroup provides funded early education for two-, three- and four-year-old children. There are seven staff, six of whom, including the manager, have appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Alison Martin

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 manager and the inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke with staff, parents and children during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playgroup.

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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