

Inspection of Minster Playgroup

Minster Abbey Church Hall, Vicarage Road, Minster On Sea, Sheerness ME12 2HE

Inspection date: 22 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident and feel safe as they happily come into the playgroup to meet with friends. They are eager to engage with the many activities on offer. For instance, children investigate the real resources in the home corner. Older children carefully cut up the carrots so that they fit into the bowls. They stir the teabags in the teapots and watch as the water changes colour. Children are inquisitive and enjoy developing their skills as they carefully pour the water into china teacups. Children are developing the skills they need in readiness for the next stage in their learning.

Staff support children to take managed risks within their environment and ensure they have daily opportunities to exercise. For example, children learn how to climb and balance on tyres and walk along wooden beams as they develop their physical skills. Children enjoy going on walks with staff to learn about the nature around them and explore their local community.

Children's behaviour is good and appropriate to their age. They are kind to their friends, and older children are eager to help. For instance, they assist younger children to find their coats so that they can go outside. Children are learning how to comfort others. For example, children stop their play to ask friends if they would like to join in. They are beginning to understand the feelings of others and how to adjust their behaviour to different situations.

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

- Staff make focused use of activities to support children to develop their language skills. They use repetition and commentary to introduce new words into children's play. For example, staff encourage children to listen to the sound they make as they 'squelch' in the mud with their wellington boots.
- Partnerships with parents are good. Staff keep parents informed about their children's achievements regularly. They share information through online applications, social media, and face-to-face meetings. Parents state they appreciate being able to access information online to support them with home learning.
- The manager has made good use of additional funding to help children learn about emotions and develop their social and language skills. For instance, they purchased a range of games to support children's interactions with others. Children are keen to play the games. They quickly learn the rules and excitedly wait to see who will make the pirate pop out of the barrel. Staff also run regular focused groups to boost children's speech and communication. These help children to develop their self-esteem and confidence.
- The special educational needs coordinator works closely with parents, staff and

other professionals. Children with special educational needs and/or disabilities and who speak English as an additional language have tailored support to help them make good progress. For instance, staff make good use of picture cards to help them effectively communicate with children.

- Staff are positive role models and provide children with warm praise for their achievements. They have high expectations for children's behaviour and put in place strategies to support children to manage their own play. For example, they provide sand timers to help children with taking turns and learning how to share.
- The manager is dedicated to continually improving the playgroup. They work closely with the playgroup committee to help develop the setting. The manager understands the importance of supporting staff through regular training opportunities as well as monitoring their well-being. For instance, staff meet with colleagues at the other playgroup to share ideas and skills.
- Children are eager to trial new ideas and talk to staff about what they will need to make a kite. Staff encourage children to decorate their kites before helping them to attach the strings. Staff talk to the children about how they need the wind to make the kite fly and demonstrate how to hold the kite string. However, opportunities to introduce mathematical concepts, such as size and shape, are not always effectively utilised by staff to further extend children's learning.
- Staff have a secure understanding of the intent for learning and plan activities that encourage children to explore the environment. For instance, children have train tracks and large blocks to explore construction and building. Staff talk to children about the texture of sand as they build, looking at differences between dry and wet sand. However, staff do not consistently provide a higher level of challenge to the most-able children to help extend their knowledge and skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection. They undertake regular safeguarding training and know what to do if they are concerned about a child. This includes wider child protection concerns, such as being alert to extreme views and beliefs. Staff understand the procedures to follow should an allegation be made against another staff member. The manager has robust recruitment procedures in place to ensure that all adults working with children are suitable. They ensure that staff receive suitable information as part of their induction procedure. The manager makes sure that Ofsted is notified of changes to the committee and that appropriate suitability checks are carried out for committee members.

What does the setting need to do to improve?

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

- enhance staff understanding and practice of how to help children develop their mathematical skills
- review and improve the learning environment to provide older children with more opportunities to be challenged in their play.

Setting details

Unique reference number	EY560596
Local authority	Kent
Inspection number	10194185
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	49
Name of registered person	Minster Playgroup Committee
Registered person unique reference number	RP522625
Telephone number	01795 871120
Date of previous inspection	Not applicable

Information about this early years setting

Minster Playgroup registered in 2018 and is one of two playgroups run by the Minster Playgroup Committee. They operate from Minster Abbey church hall in Minster on Sea, Kent. The playgroup opens on Mondays, Thursdays, and Fridays from 9am to 3pm and Tuesdays and Wednesdays from 9am to midday. They operate during term time only. The committee employ eight members of staff. Of these, five hold a relevant early years qualification at level 3. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- This was the first routine inspection the playgroup 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 her evaluation of the provider.
- The inspector carried out a learning walk with the manager to find out about the curriculum in the setting.
- The inspector observed staff's interactions with children inside and outdoors, and spoke to staff and children at appropriate times during the day.
- The manager evaluated the learning taking place after carrying out a joint observation of an activity with the inspector.
- The inspector reviewed documentation relating to the suitability and qualifications of staff working in the playgroup.
- The inspector spoke to parents and read letters of reference to take their views on the service they receive into account.

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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