

# Inspection of Little Rascals Playgroup

114 Queenborough Road, Minster on Sea, Sheerness, Kent ME12 3DA

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Inspection date: 29 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are extremely polite, show kindness and are respectful towards each other. In their play, they learn from a young age about sharing with others and interacting well with their friends. All children say 'please' and 'thank you' without being prompted, such as when they ask for scissors to cut a circle to make a caterpillar. As the children sit together at mealtime, they enjoy each other's company. They chat about their day and build friendships.

All children make good progress and are very enthusiastic learners who engage well in activities. Older children share their knowledge of life cycles, talking about 'wiggly caterpillars' becoming 'beautiful butterflies' in Spring. Younger children enjoy sensory experiences, for example, crunching cereal as they play with the tractors.

Children enjoy well-planned and stimulating activities, indoors and outdoors, to develop their physical skills. They enthusiastically share signs and lists they have written while playing in the shop with staff. While in the garden, the children excitedly talk about the chalk drawings of a 'big car' and 'a baby shark'. Staff are always available to celebrate and encourage each child.

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

- The managers and staff understand the impact that the COVID-19 pandemic has had on children's personal and social development. They place a high priority on supporting children to take turns and build friendships. For example, during a number game, children were encouraged to take turns placing the frogs onto the scales.
- Staff are positive role models. They are kind, caring and form secure attachments to children. During activities, staff get down to the children's level and actively engage and play alongside them. For example, when children are role playing in the shop, staff play alongside them to help extend their learning and imaginative play.
- Partnerships are strong with parents. Staff know children and their families well. Parents speak highly of staff and the care provided for their child. They say that staff get to know and support their children's needs very well. Partnerships with other professionals involved in children's care, including children with special educational needs and/or disabilities, are well maintained. They share information with them to plan for children's learning.
- Children gain a good understanding of why it is important to lead a healthy lifestyle. They benefit from plenty of fresh air and challenge themselves physically on climbing equipment. Children enjoy a range of healthy snacks. Children access drinking water independently throughout the session. They

happily explain to visitors how to use the 'penguin water machine to fill the cup to the top'.

- Overall, teaching is strong. Staff use children's interests to plan an interesting range of activities. However, at times, they do not target these as well to reflect the ages and abilities of those taking part. For example, during an activity involving number, the younger children were unable to engage as the activity was too complex. Older children were able to demonstrate their knowledge of number.
- Children like listening to staff read favourite stories and songs. Older children concentrate well and join in with actions songs. However, younger children are less involved. For example, they cannot join in with some songs as they are sung too quickly.
- The managers implement effective strategies to support and monitor staff. They have one-to-one supervision and regular staff meetings to ensure that staff are meeting the needs of all children and planning an exciting curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff understand the importance of their role in keeping children safe. They have a good understanding of safeguarding policies and procedures. The managers and staff know how to recognise the signs of abuse and neglect. They know which procedures to follow and who to approach and report to when they have a concern about a child or an adult. Staff deployment is effective, which enables them to supervise children well. Staff undertake daily safety checks of all areas of the pre-school to provide children with a safe environment. Staff regularly attend training, such as safeguarding and paediatric first aid, to keep their knowledge and skills up to date.

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

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

- continue to develop staff's knowledge of the intention behind educational programmes, so that activities have a clearer focus
- support staff to make better even use of opportunities that arise to help children develop their speech and language skills.

## Setting details

<b>Unique reference number</b>	127338
<b>Local authority</b>	Kent
<b>Inspection number</b>	10228227
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Janice Birchmore and Joyce Harland Partnership
<b>Registered person unique reference number</b>	RP524283
<b>Telephone number</b>	01795 667 075
<b>Date of previous inspection</b>	21 September 2016

## Information about this early years setting

Little Rascals Playgroup registered in 2000. It is located halfway between Minster and Queenborough in Sheerness, Kent. It is open each weekday from 9am to 1pm, during term time only. The playgroup receives funding to provide free early education for children aged two, three and four years. There are three members of staff, all of whom hold a level 3 childcare qualification.

## Information about this inspection

### Inspector

Jo Gunne

## 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 playgroup.
- The manager and the inspector had a learning walk together and discussed how the curriculum is organised.
- The inspector carried out joint observations with the managers and discussed the quality of teaching.
- The inspector asked staff questions throughout the inspection, to establish their understanding of how to safeguard children and how they assess and plan for children's learning.
- The inspector observed interactions between the staff and children, and considered the impact on children's learning.
- The inspector sampled documentation, including staff qualifications and evidence of paediatric first-aid training.

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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