

# Inspection of St Peter's Playgroup

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

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Inspection date: 7 December 2022

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

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

### The provision is good

Children are settled, confident and happy at the setting. They are eager to join in with the challenging activities that staff carefully plan for them. For example, children are fascinated to experiment with water using fruit. They learn that an orange with the skin on will float and a peeled orange will sink. Children have good opportunities to be imaginative and bring their fantasies alive. For instance, they enjoy becoming 'hairdressers', 'florists' and 'builders'. Children explore and investigate the world around them. For example, they learn about the different types of bees and the different habitats in which they live, such as hives and nests.

Children develop a good understanding of the benefits of healthy lifestyles. They independently follow good health and hygiene routines and talk about healthy foods at mealtimes. All children have good opportunities to develop their physical skills and learn to move in different ways. This includes building and negotiating obstacles, using crates and tyres. Children build on their communication skills and have good opportunities to extend their vocabulary. For instance, when they talk about the concept of items floating and sinking, they learn new words, such as 'buoyancy' and 'submerge'.

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

- The manager and staff have made significant changes to their practice since their last inspection. They attend regular and beneficial training. Staff have recently learned about the different ways to implement and teach all areas of learning. As a result, staff provide all children with purposeful learning opportunities.
- All staff establish secure and trusting relationships with children who are eager to come into the setting and enjoy the company of staff. For example, children are excited to show staff the snail they have found. All children have a good sense of belonging and positive levels of well-being.
- Overall, children behave well. They are kind to each other, such as helping each other pour drinks. Staff recognise and praise positive behaviour. However, they do not consistently help children understand the consequences of their actions. For example, when children over enthusiastically wave an item around, they are simply told 'no' instead of being provided with an explanation as to why they are being asked to stop.
- Overall, children are engaged in their learning experiences. They are generally focused during activities. However, staff do not consistently organise changes in routine effectively, to ensure that they maintain the attention of children. This results in children appearing confused and not fully understanding what is expected of them or knowing what is happening next.

- Staff support all children to make good progress. This includes those children who have special educational needs and/or disabilities. For instance, staff have created a sensory room to help children feel calm when they become overwhelmed.
- The manager closely monitors the good quality of education and care that staff provide children. She routinely observes staff interacting with children and gives them helpful feedback. Staff evaluate their practice together and discuss each day how well they engaged children and what they could continue to build upon. They use their findings to support their future practice.
- All staff establish positive partnerships with parents, who speak fondly of them. Staff keep them fully involved and informed about their children's day, achievements and next steps in learning. They routinely share photographs of what children have enjoyed doing.
- Staff support children to gain a good understanding of the similarities and differences of people's experiences and communities outside of their own. For example, children learn about how different countries, such as Poland, celebrate Christmas in their own unique way.
- Staff use additional funding effectively to meet the individual learning needs of children. For instance, they have recently purchased sensory equipment. This has helped children settle quickly into the setting as they explore calming activities.
- The manager and staff get to know children well. This includes their individual needs and what makes them unique. This helps staff to plan activities that they know will motivate children to learn. Children have a positive attitude towards their learning and make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a good knowledge and understanding of safeguarding and child protection. They fully understand the signs and symptoms to be vigilant for regarding any potential concerns. Staff know who to contact to seek advice and how to raise and follow up on any issues. This includes understanding how to manage any allegations against staff. There are thorough policies in place on how to manage and minimise the spread of illnesses effectively. For example, they ensure all equipment is cleaned and children have the required time off to recover. Children learn how to keep themselves and others safe. For instance, they talk about the rules of how to cross the road safely.

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

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

- further support staff to manage children's behaviour in a way that supports

children to learn about why and how their behaviour affects themselves and others

- support staff to review the organisation of changes in routines, to ensure that all children remain fully engaged and know what is expected of them throughout.

## Setting details

<b>Unique reference number</b>	2527149
<b>Local authority</b>	Kent
<b>Inspection number</b>	10221200
<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>	34
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	St Peter's Playgroup CIO
<b>Registered person unique reference number</b>	2527148
<b>Telephone number</b>	01795424864
<b>Date of previous inspection</b>	13 January 2022

## Information about this early years setting

St Peter's Playgroup registered in 2019. It is located in the O'Sullivan Centre, in Sittingbourne, Kent. The setting is open Monday to Friday, from 8.30am until 3pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs six members of staff, five of whom hold a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- This was the second inspection the provider has received since the COVID-19 pandemic began. The inspector discussed any ongoing impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, staff, children and parents at convenient times, and considered their views.
- The manager and inspector carried out a joint observation during lunchtime, focusing on the quality of communication and interaction.

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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