

Inspection of Chislet & District Playgroup

Hoath Village Hall, Hoath, Canterbury, Kent CT3 4LA

Inspection date: 8 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children show high levels of enjoyment during their time at the setting. They are consistently engaged in meaningful learning and have many experiences to develop their imagination. For example, children have opportunities to engage in art and craft activities. They show high levels of concentration as they use a variety of different resources to create their own ideas. Children have fun as they role play, pretending to be superheroes. This opportunity encourages children to express themselves in different ways.

Children have opportunities to engage in physical activities in the outdoor space. For example, they confidently ride on bicycles and play hopscotch, hopping and jumping. This helps children develop their core strength and coordination. Children are supported in learning how to resolve conflicts and share their wants and interests with their friends. This is shown through staff's high expectations. For example, staff provide support for children by encouraging them to find a solution to taking turns on the bicycle. This opportunity inspires children to build on their confidence in social interactions and helps to develop their communication skills.

Toddlers are happy and confident as they freely explore their surroundings. Staff provide opportunities for toddlers to develop their fine motor skills. For example, toddlers show good control in using a paintbrush to make different marks. This helps them to develop strength in their hand muscles in preparation for early writing. Staff are sensitive and responsive to toddlers. They repeat words back to them and provide simple explanations during play. This helps toddlers to develop their communication and language skills and make good progress in their learning.

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

- Staff have a good understanding of how children learn and develop. They monitor their progress regularly, helping them to identify any potential areas that children may require some additional support. For example, the focus for this term was on mathematics. This helps staff to ensure children make good progress in all seven areas of learning.
- Staff act as good role models, reminding children of the rules and expectations for behaviour. Staff use effective questioning techniques to find out what children already know. For example, staff ask children why it is important to use 'walking feet' when indoors. Children demonstrate a secure understanding of the rules and talk confidently about how to keep themselves safe.
- Staff support children to develop their awareness of equality and diversity. For example, children enjoy playing with small-world figures, including those that show people with disabilities. However, staff are not yet providing opportunities for children to celebrate their individual heritage. Therefore, this does not

support children to fully understand what makes them unique.

- Staff regularly encourage children's independence. Children can put on their own coats and hats before going into the garden. Children also enjoy being helpful. For example, they are eager to set the table for their friends in preparation for snack time. This gives children a sense of responsibility.
- Staff provide opportunities for children to develop a healthy lifestyle. Children have access to a variety of fruits at snack time and learn how to keep their bodies hydrated. This teaches children how to keep themselves healthy. However, the way staff organised snack time resulted in children spending too long waiting for food. This means learning opportunities are not maximised as they arise.
- Children with special educational needs and/or disabilities (SEND) are well-supported by staff through the use of targeted plans. Children with SEND also receive additional support from external professionals. As a result of this support, they are making good progress in their development.
- Staff support all children in developing good hygiene practices. For example, toddlers individual care routines are followed during nappy changes. Staff are also supporting toddlers to wash their hands independently. Pre-school children know to wash their hands before mealtimes and attend to their own toileting needs.
- Parents comment on the 'friendly' and 'welcoming' staff team. They feel well informed about children's progress and the daily activities they engage in. Parents also comment on the friendships their children have made since attending the setting. Staff meet with parents regularly to share information and provide support where needed. This shows how staff work closely with parents to support children's learning at home.
- The manager is passionate about her role. She is in the process of putting into place new plans to further enhance the opportunities available to children. For example, she would like to introduce hot meals for children to further promote healthy eating. The manager feels well supported by the committee members.

Safeguarding

The arrangements for safeguarding are effective.

Staff display good safeguarding knowledge. They understand their legal duty to protect children from harm and know to report any concerns regarding a child's welfare and safety. Staff recognise the potential signs and symptoms of abuse, including any sudden changes in a child's behaviour. Staff complete regular safeguarding training to ensure their knowledge is kept up to date. The manager knows who to contact if an allegation was made against a member of staff. Children are taught how to keep themselves safe. For example, staff remind children of the rules before they transition from the main hall into the garden.

What does the setting need to do to improve?

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

- incorporate more culture and diversity into the setting, supporting children to make connections between their own and others' heritage
- improve the organisation of snack time so that children do not spend too long waiting.

Setting details

Unique reference number	127103
Local authority	Kent
Inspection number	10276222
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	33
Number of children on roll	44
Name of registered person	Chislet and District Pre-School Playgroup Committee
Registered person unique reference number	RP907763
Telephone number	07926921757
Date of previous inspection	6 July 2017

Information about this early years setting

Chislet and District Playgroup registered in 1975. It is managed by a voluntary committee. The playgroup is open from 8.30am to 3.30pm, Monday to Friday, term time only. The playgroup employs six members of staff. Of these, one holds a level 6 qualification and three hold relevant early years qualifications at level 3. The playgroup is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jasmine Nelson

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023