

# Inspection of Staplehurst Under 5 Playgroup

The Village Centre, High Street, Staplehurst, Tonbridge, Kent TN12 0BJ

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Inspection date: 7 March 2023

|                              |             |
|------------------------------|-------------|
| <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 | Inadequate  |

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

### **The provision is good**

Children enter the welcoming playgroup with enthusiasm and a sense of purpose. They build strong relationships with staff who know their individual needs and characters well. This helps children to feel safe and secure. Children benefit from a range of different learning activities, both inside and outside. They become absorbed in their learning as they are encouraged to explore the world around them. For example, during group time, children learn Makaton signs for froglet, chrysalis and butterfly. They then explore life cycles further by investigating small-world models and sharing associated books and stories. Staff interact skilfully during these free-play sessions, to ensure that children are exposed to new ideas and concepts.

Children behave very well. For example, they work together with staff to create a list of 'Golden Rules' for the playgroup. Children confidently explain that they must pick up their toys if they drop them, to ensure that they are not broken. Children are keen to help with tasks, such as helping to clear the table after snack time. They show an eagerness to help others and show high levels of confidence as they are praised by the staff team. This helps to build children's positive self-esteem.

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

- The committee members and managers have worked hard since their last inspection to make the necessary improvements. Managers ensure that staff understand the importance of knowing and following safeguarding policies in their practice. Managers ensure that supervisions occur regularly. Staff feel well supported in continuing to develop their knowledge of providing the highest quality of care and education for children.
- Overall, children enjoy a wide range of activities to support their mathematical awareness during activities. For example, they encourage children to sort coloured objects and explore using weighing scales. However, staff do not always take opportunities to extend older children's mathematical knowledge. For instance, children are not encouraged to practise their counting skills to embed their knowledge of numbers and what they represent.
- Staff place a strong focus on children's speech and language development. For example, children snuggle up to the caring staff to enjoy story times. They learn new words, such as 'elastic' and 'stretch'. Staff create opportunities for discussions about children's home and families. This helps them to take turns in conversation as well as find out about what makes their friends unique. Furthermore, staff consider how to support literacy learning at home, such as by creating a lending library for families to use.
- Children with special educational needs and/or disabilities are supported well. The special educational needs coordinator and manager work closely with other

professionals to ensure that they meet their needs. Staff consider the well-being of all children and offer activities to support children's mindfulness. For example, they take part in yoga sessions and calming activities in a quiet space. This helps children to build resilience and to help regulate their feelings and emotions.

- Children go on regular outings in the local community. For example, children join their families for picnics in the local park. They enjoy chats with their friends as they observe interesting statues and sculptures in a nearby garden. The manager has purchased high-visibility vests and plans to take children to the local shops. These outings help to extend children's learning about the environment beyond the playgroup.
- Staff offer some encouragement for children to be independent and make their own choices. Children serve their own sliced snacks and put on their coats, with help if needed. However, some staff complete tasks for children without considering how these could further develop children's independence.
- Parents are grateful for the care and education their child receives. They share details of the additional effort made by staff to find out key information about their child's interests. Staff give parents regular information about how to promote a healthy lifestyle at home, including being conscious of the amount of sugar in some lunch box food items. Parents value the advice given to them, to ensure the best possible outcomes for their children

## Safeguarding

The arrangements for safeguarding are effective.

The committee, managers and staff demonstrate a good understanding of safeguarding practices, including how to action their concerns about the welfare of a child. There are thorough systems in place that consider the suitability and safe recruitment of adults working with children. Staff complete regular training. The manager reviews staff's understanding of safeguarding matters through regular supervision sessions and staff meetings. Staff are aware of the setting's whistle-blowing procedure and the steps to follow in the event of an allegation against staff. Thorough risk assessments are made, and managers consider staff deployment as part of their focus on keeping children safe.

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

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

- strengthen the teaching of mathematics to support children to use numbers and counting in their play
- support staff to recognise when to allow children to extend their independence skills.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 127636                                      |
| <b>Local authority</b>                             | Kent  |
| <b>Inspection number</b>                           | 10259948                                    |
| <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>                  | 24  |
| <b>Name of registered person</b>                   | Staplehurst Under Fives Playgroup Committee |
| <b>Registered person unique reference number</b>   | RP524288                                    |
| <b>Telephone number</b>                            | 07792 938947                                |
| <b>Date of previous inspection</b>                 | 29 September 2022                           |

## Information about this early years setting

Staplehurst Under 5 Playgroup registered in 1989 and is managed by a committee of current and past parents. The group is situated in Staplehurst, Kent. The group operates each weekday during term time, from 9am to midday. The group runs afternoon sessions on Monday and Wednesday until 2.45pm, and until 2.30pm on Thursday. There are five members of staff. Of these, three have an early years qualification to at least level 2. The manager holds early years professional status. The setting receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Kate Williams

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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