

Inspection of Biddenden PlaySchool

John Mayne C of E Primary School, High Street, ASHFORD, Kent TN27 8AL

Inspection date: 21 April 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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 display high levels of confidence and have good social skills. The calm atmosphere allows children to explore at their own pace and make their own decisions in their play. Staff make effective use of the setting's dog to teach children about safety. For example, children are learning about how to take care of the dog and how to approach dogs safely when in public. This supports children who are afraid of dogs to overcome their fear and develop their confidence. As a result, children enjoy the therapeutic benefits the dog brings to the setting.

Children have plenty of opportunities to develop their physical skills. Staff provide weekly opportunities for children to engage in a variety of physical activities. For example, they go for woodland walks around the open spaces and fields, take part in racket sports and engage in dance classes. These opportunities encourage children to develop their strength, balance and coordination.

Children are encouraged to develop their early literacy skills. For example, they show high levels of engagement as they listen to staff read stories. Children are developing a love for reading, exposing them to a variety of new words and language. Staff are supporting pre-school children to recognise their name. As a result, children are eager to explore letters further as they complete an alphabet puzzle. This shows how children are becoming independent learners, prepared for their future in education.

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

- Staff know the children extremely well and adapt activities to follow their interests. For example, children are particularly interested in painting. They are keen to take part in mark-making activities and have fun as they explore different colours. Staff talk to children about what they are drawing. This helps to promote children's creativity and imagination. These opportunities help children to make good progress in their learning.
- During story time, children engage in discussions about emotions. They are encouraged to show these emotions through different expressions. For example, children show their happy and scared faces. This is a positive experience for children, who show a secure understanding of what people look like when they display particular emotions. However, some staff spend time asking children closed questions to find out what they already know. This restricts the conversation and limits staff's ability to identify any potential gaps in children's learning, impacting the progress they could make.
- Staff are supporting children to learn about oral hygiene and good health. For example, staff provide children with a range of dental equipment to learn about the role of the dentist. Children have fun as they engage in pretend play with

their friends, laughing as they take turns pretending to brush each other's teeth. This is a positive experience for children to learn about different occupations and how to take care of the body.

- Staff regularly encourage children to develop their independence. For example, pre-school children are learning to recognise their names. Children hang up their coats on the correctly labelled peg. They are attentive, spending time looking for the names of their friends. This helps to prepare pre-school children for their transition to school.
- Children have plenty of opportunities to engage in different learning experiences. Staff regularly check what children have learned, such as during their conversations. However, they do not always take the opportunity to build further on children's knowledge. For example, when they talk about where cheese comes from, children display a secure knowledge, talking about milk and cows.
- Parents speak highly of the staff team. They feel well supported by staff and comment on how happy their children are when they attend the setting. Parents feel well informed about their children's learning and progress and enjoy sharing learning that children have engaged in at home. This helps to extend children's learning even further.
- The manager has a good overview of the setting. She works very closely with her staff team, providing coaching and support when required. She is passionate about her role and adapts practice to suit the needs of the children and staff. As a result, staff morale is high, and the environment is calm.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge. They know the potential signs and symptoms of abuse, including any sudden changes in children's behaviour, such as becoming more withdrawn. Staff know who to report concerns to if they are worried about a child's safety and welfare. The manager ensures that staff complete safeguarding regularly to ensure their knowledge is kept up to date. She knows who to contact if an allegation is made against a member of staff. Children are well supervised throughout the day. Staff complete daily checks and risk assessments to ensure the environment is suitable for children to use.

What does the setting need to do to improve?

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

- help staff to identify when to use more effective questioning techniques to identify any gaps in children's knowledge
- support staff in providing further challenge to the most able children to continually build on and broaden their knowledge and skills.

Setting details

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| Unique reference number | EY350040 |
| Local authority | Kent |
| Inspection number | 10286058 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 3 to 4 |
| Total number of places | 24 |
| Number of children on roll | 38 |
| Name of registered person | Bethersden Playschool Ltd |
| Registered person unique reference number | RP903351 |
| Telephone number | 07902231911 |
| Date of previous inspection | 31 October 2017 |

Information about this early years setting

Biddenden PlaySchool registered in 2007. It is one of two privately owned playschools. It operates from a building in the grounds of John Mayne C of E Primary School, in Biddenden, Kent. The playschool is open Monday to Friday, from 9am to 3pm, term time only. There are nine members of staff, five of whom hold appropriate early years qualifications at level 3, and one member of staff has a level 2 qualification. The provider receives funding to provide free early education for children aged two, three and four years.

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

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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