

Inspection of Swallow Risers Playgroup and Out Of School Club

Maudene School, Swallow Rise, Chatham, Kent ME5 7QB

Inspection date: 5 July 2023

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 walk eagerly and happily up the path to this friendly setting, where they are welcomed by staff. Staff promote children's positive attitudes to learning well, encouraging and praising them. This supports their engagement and motivation. Children delight in joining in with sports day, proudly sharing their medals with their friends. Staff ensure that children are safe. They remind children to take their water bottles and hats outside when playing in the sun. Children follow the routines of the setting well. They wait for their friends to have their turn, share the dressing-up toys together and behave well.

Staff use children's interests to plan an ambitious curriculum that includes every child. For example, children's interest in learning about people who help them was extended by staff to promote children's understanding of stranger danger. This supports children's understanding of the wider world. Staff successfully prioritise children's language and communication, physical, social and independence skills. For example, children hold thoughtful and sensitive conversations with staff about the Titanic and submersibles. Children with special educational needs and/or disabilities (SEND) are well supported. All children make good progress and quickly become confident communicators.

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

- Leaders and managers are proactive in seeking advice and support from external agencies. They have prioritised accessing local authority guidance to support practice and provision. This is having a positive impact on young children's learning and development and the opportunities staff provide. Leaders and managers talk highly of the support they receive from the committee.
- Children benefit from warm, positive staff, who celebrate all children's cultures and home languages. Staff encourage parents to provide words in their home languages to help children who speak English as an additional language to settle in. Staff speak different languages to support children's understanding. This promotes children's emotional well-being.
- Parents talk highly of their children's key person and the relationships that they have. They appreciate the support they receive to help their children with some aspects of their development at home, such as toilet training. They talk highly of the progress their children have made and the 'little touches' that staff provide, such as making individual cards for family members. However, staff have not fully embedded opportunities for parents to be more involved in their children's learning at the setting and at home.
- Staff say they enjoy their jobs. They say that leaders and managers are approachable. They work well together. They welcome the opportunities they have to develop their own skills and knowledge and to gain additional

qualifications. However, at times, newer staff do not receive enough information to make sure they understand specific children's next steps. This does not ensure that all staff have a thorough and consistent understanding of children's needs.

- Children benefit from staff successfully prioritising gaps in learning following the COVID-19 pandemic. Staff understand their local community well. For example, they invest in new resources for the outdoor space to support children who do not have outdoor access at home. They have plans to enhance it further to support children's physical skills.
- Staff prioritise one-to-one support for children with SEND to ensure they make good progress. They are swift and timely in accessing additional support. They have effective transition processes in place to support children going to school. This supports children's understanding of their next steps.
- Children remain focused and engaged for a sustained period of time when playing together with a doctors kit. They explained confidently what happens in 'surgery' and how doctors help people. Staff plan a range of outings to support children's wider experiences. For example, they go on the bus to the theatre and visit a local farm.
- Staff share songs and stories with children. Children delight in using musical instruments to join in with favourite rhymes. Staff use books to interest children, who confidently join in when listening to a story. Staff extend children's thinking. They ask questions and give children time to respond. They use words such as 'gusts' when explaining about the wind outside.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure. Staff are vigilant when watching children, ensuring they are safe. They ensure they undertake risk assessments, regular evacuation procedures and checks of the premises and garden. Staff are well trained. They have robust safeguarding knowledge. Staff are confident to identify signs and symptoms of abuse. They know the processes to follow if they have concerns about children or a colleague. They know what to do if they have concerns about leaders and managers and where to access further advice and support. Leaders and managers understand their roles and responsibilities. They ensure that effective recruitment and ongoing suitability checks are made. They have effective procedures in place for referrals for additional support for children who need it.

What does the setting need to do to improve?

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

- strengthen arrangements for sharing information to support new staff so that they have a firm understanding of children's individual learning needs from the

outset

- strengthen the arrangements for involving parents in their child's learning in the setting and at home.

Setting details

Unique reference number	103855
Local authority	Medway
Inspection number	10299938
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Swallows Under 5's Playgroup Committee
Registered person unique reference number	RP909654
Telephone number	01634 671450
Date of previous inspection	25 January 2019

Information about this early years setting

Swallow Risers Playgroup and Out Of School Club is located in the school grounds. The setting is open Monday to Friday, from 9am to 3.30pm, and it offers a before-and after-school club for children over four years old, from 7.30am to 8.45am and 3.30pm to 6pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. The setting employs 10 members of staff. Of these, nine hold a relevant early years qualifications at level 2 and above.

Information about this inspection

Inspector

Victoria Salisbury

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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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