

Inspection of Parkwood 'Poppets' Playgroup

Parkwood Green, Gillingham, Kent ME8 9PN

Inspection date: 8 December 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children smile as they enter this warm and welcoming playgroup, where they choose from the wide range of experiences on offer. Children 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. For example, they have use of the various facilities at the local community centre and visit the nearby shops and post office. Children become absorbed in their learning as they are encouraged to explore the world around them.

Staff know the children as unique individuals and enhance the resources and play equipment on a regular basis. Children enjoy a rich and varied curriculum that is tailored to their individual needs. For example, staff create opportunities for children to explore various items in the water tray. Children enjoy the exploration of the sparkling pom-poms and small floating tubs. They practise pouring and scooping the water into the tubs and enjoy the sensory experience. Children learn new vocabulary and describe what makes the items float and sink. Skilled staff adapt the activity to suit all abilities and ensure that children make the best possible progress.

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

- Managers and staff have taken significant action to bring about improvement. They have addressed the actions from the last inspection. For example, they have sought support from external professionals and implemented ongoing opportunities for professional development. Staff feel well supported and more collaborative in their approach to the planning and delivery of well-tailored learning. For example, they provide a good balance of both child-led and adult-directed activities. Staff discuss the interests of individual children and ensure that they vary the choices on offer. Children are focused and enjoy the curriculum offered.
- Staff ensure that they support children to be skilful communicators. For example, children have various opportunities to share their experiences from home. They eagerly share their Christmas trees and decorations. Children discuss the similarities and differences and what makes theirs unique. Staff ensure that they provide a running commentary as children play. This helps to ensure that children hear a rich variety of vocabulary to strengthen their communication and language skills.
- Managers ensure that there are clear rules and boundaries in place and, overall, children show positive behaviour. These include displays and reminders for children to remember things like not to run inside. However, not all staff reinforce these consistently. This is not fully effective in helping children to

understand what is expected of them.

- Support for children with special educational needs and/or disabilities (SEND) is effective. The special educational needs coordinator communicates well with parents and has good arrangements to work with other relevant professionals. Children with SEND benefit from very positive interactions from all staff and form strong bonds with their key person. The support for children learning English as an additional language is also very strong and children are well supported to communicate their needs effectively.
- Children's health and well-being are given high priority. Staff ensure that hygiene procedures are strictly adhered to, and children understand their own responsibility to keep themselves healthy. Staff encourage parents to monitor the nutritional value and portion sizes of their child's meals, including the consideration of looking after children's oral health. Children learn to live active and healthy lifestyles.
- Children take part in regular singing and story sessions with staff. Older children enjoy responding to questions about the pictures and characters in the book. However, some group activities are not pitched correctly for all children taking part. This results in some children losing interest and becoming distracted.
- Parents speak highly of the staff and the care they provide. They appreciate their personalised and accommodating approach and comment that staff are good at communicating information regarding their child's progress and development.

Safeguarding

The arrangements for safeguarding are effective.

Managers have prioritised staff training to ensure that they are confident in their understanding of how to keep children safe. They have undertaken refresher training to ensure they oversee safeguarding with robust systems and procedures. These are strengthened, for instance, by implementing regular staff supervisions. Staff undertake meticulous risk assessments to promote children's health and safety inside the playgroup and out in the local area. Staff closely supervise children as they approach risks and challenges with confidence. Children are encouraged to consider their and their friends' safety while playing.

What does the setting need to do to improve?

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

- improve the organisation of group activities to ensure that they meet each child's needs and maintain their interest
- support all staff to be consistent in reinforcing rules and boundaries so that children understand what is expected.

Setting details

Unique reference number	103831
Local authority	Medway
Inspection number	10301928
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	2 to 4
Total number of places	25
Number of children on roll	32
Name of registered person	Parkwood Community Association Committee
Registered person unique reference number	RP519725
Telephone number	01634 371886
Date of previous inspection	12 June 2023

Information about this early years setting

Parkwood 'Poppets' Playgroup registered in 1997. It is located in a community centre in Gillingham, Kent. The setting employs eight members of staff, all of whom hold a relevant early years qualification at level 2 and above. This includes one member of staff who has an early years degree. The setting is open from Monday to Friday, term time only. Sessions are from 8.45am to 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at playgroup.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the playgroup with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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