

Inspection of Westview Playgroup

c/o Downsview Community Primary School, Beech Avenue, Swanley, Kent BR8 8AU

Inspection date: 20 May 2024

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 are eager to attend the playgroup and form positive bonds with staff, helping them to develop a strong sense of security. All children confidently explore the activities provided and, with the support of staff, learn to behave well. For example, while waiting for the playgroup session to start, children spend time exploring the well-laid-out and suitably resourced outdoor space. Staff and parents also use the opportunity to share information about children. This supports children's well-being, as it aids staff's ability to meet the unique needs of each child. All children go into the playroom confidently.

Staff have high expectations of children. Staff provide children, especially the older children, with opportunities to practise their communication skills. They use children's interests and needs to inform planning. They plan a highly engaging and ambitious curriculum. Children spend extended periods engaged in activities. For instance, children enjoy mark-making activities. They use their pens on whiteboards and on boxes, both indoors and outdoors. Staff skilfully adapt activities as needed to ensure that children with special educational needs and/or disabilities (SEND) are able to take part. Children are also confident to seek support from staff when needed. All children make good progress.

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

- Leaders and staff have high expectations of all children. Staff have a well-embedded routine that facilitates good and friendly behaviour among all children. Children spend extended periods playing alongside their peers. They take turns, share resources and extend play to other children. For example, they call their peers to join in with enjoyable activities they are exploring, such as bubble blowing in water. This ensures a calm and peaceful atmosphere within the playgroup.
- Leaders and staff use rich language during play. They ask relevant questions to extend children's learning. However, they do not always give all children, especially the younger ones, sufficient time to answer these questions. This does not promote children's thinking skills.
- Leaders and staff are highly resourceful. They do not allow anything to limit children's learning or access to resources and experiences that will enhance children's knowledge. They make use of every opportunity to use their resources to meet the communication needs of the children. For example, they set up 'Westview library' in the shaded outdoor space. This enhances children's and families' abilities to read more. It also facilitates borrowing of books.
- Children benefit from staff who place priority on children's self-care. Children are confident to ask for support from adults with their personal needs, such as using the toilet. Staff celebrate children's progress with praise and applause. Children

make rapid progress.

- Leaders partner with other professionals to meet the unique needs of children, including those with SEND. They effectively use the information and advice they receive from these professionals. Staff use visual aids to support transitions, both indoors and outdoors. This approach enables children to make rapid progress. It also supports their speech and language development. Children who had no language skills when they joined the playgroup can now say words like 'thank you', 'welcome' and 'mum'.
- Leaders and staff have a secure knowledge of how to promptly identify children who may need additional support. This is done through the initial interaction with parents, which acts as a starting point for the children's key person. Leaders and staff put other things in place to further support these needs, such as carrying out risk assessments and reinforcing positive behaviours. This ensures that children get the necessary support early.
- Parents speak very highly of the leaders and staff. Leaders and staff adapt settling-in sessions to suit the unique needs of parents and children. This enhances both the children's and parents' experience at the playgroup. Parents say that their children often do not want to leave at home time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to provide all children, especially younger children, with consistent opportunities to respond to questions which will enable children to practise their communication skills.

Setting details

Unique reference number	127772
Local authority	Kent
Inspection number	10335579
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	2 to 4
Total number of places	36
Number of children on roll	36
Name of registered person	Westview Playgroup Committee
Registered person unique reference number	RP904674
Telephone number	07799 218129
Date of previous inspection	21 June 2018

Information about this early years setting

Westview Playgroup registered in 1984. The playgroup provides funded early education for two-, three- and four-year-old children. It opens five days a week during term time. Sessions are from 9am to 3pm weekdays, apart from Thursday when it closes at midday. There are seven members of staff, all of whom hold relevant early years qualifications at level 3 and above.

Information about this inspection

Inspector
Toyin Aina

Inspection activities

- This was the first routine inspection the playgroup 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 deputy manager, manager and inspector completed a learning walk together of all areas of the playgroup 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 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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