

Swallow Risers Playgroup and Out Of School Club



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

Inspection date 4 June 2015
Previous inspection date 4 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff observe and assess children's learning and development. They make effective use of the information they gather to plan and provide a variety of activities for children to promote their next steps in learning.
- Children behave well because staff are good role models. They support children well, enabling them to share and understand their feelings.
- Staff form positive relationships with parents. Their partnership approach supports children's emotional well-being and, as a result, children feel safe and secure.
- The manager and staff have a good understanding of their responsibilities to keep children safe. Child protection training is regularly updated. Staff understand procedures to follow should they have any concerns about a child.
- The manager has effectively used well-focused plans to ensure that improvements have been made since the last inspection. This means children benefit from a safe and caring environment.

It is not yet outstanding because:

- Staff do not always provide opportunities for those children learning English as an additional language to see print in their home language in the environment. This does not strengthen children's understanding that print carries meaning.
- Staff work well with other early years settings that children attend. However, not all relationships offer enough regular opportunities for effective information sharing to promote further continuity in learning and best progress.

What the setting needs to do to improve further

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

- provide opportunities to see print in children's home languages in the environment to strengthen children's understanding that all print carries meaning
- strengthen the partnerships with other providers so that information about children's development is shared more regularly to further promote continuity in learning.

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager of the playgroup.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector viewed a range of documentation, including children's learning files, activity planning, policies and self-evaluation and improvement plans.

Inspector

Nicola Jones

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are happy, confident and keen to learn. They have consistent opportunities to lead their learning and express their ideas in the activities they create. Children have free access to a wide range of resources, which helps them to develop independence indoors and outdoors. Staff use good questioning techniques to encourage children to think. For example, they ask children about growth. Staff use pictures and labels to enable children to recall recent events such as planting sunflower seeds. As a result, children develop good concentration and listening skills that support their next stage in learning. The manager effectively monitors progress in learning and supports staff well to identify children's strengths and areas to develop. Consequently, children make good progress in their learning. Children receive good support in preparation for their move to school. They learn to manage their own needs, such as taking themselves to the toilet, and they manage their own clothing. Staff accompany the children on visits to local school and invite Reception Year teachers to meet the children at the playgroup.

The contribution of the early years provision to the well-being of children is good

Staff provide a welcoming environment for children. They enter the playgroup happily and eagerly engage in their play. Staff support children's emotional well-being by ensuring they settle into the playgroup at their own pace. As a result, children establish close attachments to their key person. Staff help children to understand the importance of developing a healthy lifestyle through an emphasis on healthy eating. Staff teach children self-care skills through daily routines. For example, children confidently collect a plate and cup, help themselves to snacks and pour their own drinks. Children have regular discussions with staff about the effects of food on their bodies. Children have good opportunities to participate in physical play activities. Children learn how to keep themselves safe and staff regularly practise and talk to the children about the emergency evacuation procedures.

The effectiveness of the leadership and management of the early years provision is good

The manager and staff have a secure understanding of the safeguarding and welfare requirements. They carry out regular risk assessments and have secure policies and procedures to safeguard children. The manager carries out regular supervision of staff and they identify training needs. Recent training on promoting communication and language skills has helped staff to gain further knowledge and skills to improve children's speaking and language skills. The manager has robust recruitment and vetting procedures to check the suitability of staff working with children. Partnership with parents is effective and this ensures that they are active in their child's learning.

Setting details

Unique reference number	103855
Local authority	Medway Towns
Inspection number	1014851
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	62
Name of provider	Swallow Risers Playgroup And Out Of School Club Committee
Date of previous inspection	4 July 2014
Telephone number	01634 671450

Swallow Risers Playgroup and Out Of School Club is run by a voluntary committee. It registered in 1993. The group operates from a mobile building in Chatham, Kent. The playgroup is open Monday to Friday from 9am to 3.20pm. The breakfast club operates from 7.30am until 8.50am and the out of school club opens from 3.30pm to 6pm. Both operate during term time only. The playgroup is in receipt of funding for free early education to children aged two, three and four years. Staff support children who have special educational needs and/or disabilities. The group employs 11 members of staff, of whom 10 hold appropriate early years National Vocational Qualifications at level 2 and 3.

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