

Biddenden PlaySchool

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



Inspection date

19 March 2015

Previous inspection date

10 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 effective evaluation of the playschool is ongoing and takes account of views from parents, staff and children. Development plans continually evolve to improve children's experiences.
- Safeguarding practices are strong and staff are fully aware of the processes to follow if they have child protection concerns.
- The outdoor play area provides good space for energetic physical play, supporting a healthy lifestyle.
- The staff engage well with parents for assessing children's learning development when English is not their first language. This ensures staff gain an accurate picture of children's abilities and this enables them to plan effectively.

It is not yet outstanding because:

- Staff are not routinely encouraging children to use writing resources in a variety of play activities, especially when outside.
- Staff are supportive of children's home languages and culture. However, the environment is not positively reflective to help value these differences.

What the setting needs to do to improve further

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

- encourage children to make more use of the mark making and writing resources, particularly when outside
- improve use of children's home languages and cultures across the environment to support their sense of belonging and strengthen all children's awareness of people's differences.

Inspection activities

- The inspector observed activities in the playrooms and the outside play area.
- The inspector held meetings with the provider and manager of the playschool, and completed a joint observation with the manager.
- The inspector looked at some children's records, including their learning assessments.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector spoke to staff and parents.

Inspector

Sue Taylor

Inspection findings

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

Children engage well with others in their own choice of play and adult-planned activities. Children recognise their name and learn from story time that print has meaning. Staff provide varied resources to support children's mark making and early writing development. However, they do not consistently promote it well during different activities. Staff ask skilful questions of children that motivate them to think of a more detailed answer than 'yes' or 'no'. Children confidently communicate and talk to each other. Staff use assessments and planning effectively to ensure they prepare children well for the move to school. They share children's next learning steps with parents and provide ideas for home activities. As a result, they work well together to help children progress. Parents are very happy with the care and teaching their children receive.

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

The staff are very welcoming and friendly. They quickly get to know about children's needs from parents and their own observations. For example, staff understand some children need easy access to their comfort items. This helps children settle and supports their emotional well-being. The environment is not particularly reflective of children's home languages and culture. However, some pictures and resources do reflect people's differences in general. Staff manage children's behaviour well and children happily share resources and take turns. The forest school sessions encourage children to have the confidence to try challenging physical activities. These include tree climbing or climbing up a muddy bank. Staff promote children's independence well, as they positively encourage children to do things for themselves. For example, at snack time staff encourage children to get their own plate and cup, and pour their own drinks.

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

Staff ensure the premises are secure and safe for children. The provider and manager provide regular supervision meetings for staff. The confidential discussions enable staff to talk about any concerns. The provider supports the staff's professional development well. She recognises the positive impact that training has on staff practice. She encourages staff to attend courses and gain qualifications that benefit children's learning. The manager ensures that staff accurately assess children's achievements and plan effective next steps in their learning. She and staff regularly monitor the progress children make. This means key persons easily identify learning gaps and plan activities to help children move on. When necessary, staff work closely with parents, other professionals and any early years settings that children also attend. This ensures children receive the individual support they need to make good progress from their starting points.

Setting details

Unique reference number	EY350040
Local authority	Kent
Inspection number	828594
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	36
Name of provider	Bethersden Playschool Ltd
Date of previous inspection	10 December 2010
Telephone number	07902231911

Biddenden Playschool is one of two privately owned playschools and registered in 2007. It operates from a building in the school grounds. The playschool is open each week day from 9am to 3pm, school term time only. The playschool supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are nine members of staff, seven of whom hold appropriate early years qualifications at level 3. The playschool receives funding for free early education for children aged two, three and four years.

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