

Inspection of Kemsley Primary School BC/ASC

62 Coldharbour Lane, Kemsley, Sittingbourne ME10 2RT

Inspection date: 17 July 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Upon arrival, the children quickly register with staff before investigating the range of activities on offer. The staff are keen to hear about the children's day and take time to listen attentively. They create an engaging environment based on children's interests and abilities. The staff ensure children have opportunities to run around outside and burn off energy. For instance, the children particularly enjoy playing football with friends. This helps to support both their physical and mental health.

The staff have established good working relationships with the school staff. For instance, they exchange relevant information during transitions to help maintain children's safety and meet individual needs. Staff provide children with various experiences that help enhance their self-esteem and confidence. Children are caring and respect one another. For instance, they take turns using the large hoops. Staff praise children for being kind to friends as the children see who can make the hoop roll the furthest down the slope. The children feel safe and are extremely well-behaved. Staff make good use of experiences and interactions to support children to develop their social skills.

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

- The children have a range of opportunities to explore and investigate outside. For instance, staff encourage them to take managed risks during play, such as using balancing beams and climbing frames to strengthen their muscles and develop their physical skills. The children form teams to play a game of football. They collaborate with their peers as they manoeuvre past their opponents to score a goal. Staff recognise the important role teamwork plays in building confidence and fostering a sense of achievement.
- Staff encourage children's independence. For instance, children know the daily routines and immediately place their belongings in the designated area on arrival before going off to play. The children have good manners and enjoy interacting with staff and friends. There is a calm atmosphere throughout the setting, with children busy and fully engaged with their chosen activity.
- Staff have formed very positive relationships with parents. They communicate with parents daily and talk about what their children have been doing while at the setting. However, the provider does not always provide parents with enough information about who is taking care of their children and the daily routines for drop off and pick up, which would help ensure a smooth transition to the setting. Parents report that their children enjoy attending and are upset if they are picked up early.
- The staff have effective risk assessments in place to make sure that all activities are as safe as possible and that all areas used are suitable for children. Robust

procedures are in place for the collection of children. For instance, staff will contact parents and ask for passwords if they do not recognise the person collecting a child to help ensure children's safety.

- Staff support children to learn about maintaining a healthy lifestyle. They ensure children stay hydrated, reminding them to have a drink of water, especially when they have been running around. Consistent hygiene practices are followed, such as reminding children to wash their hands before meals.
- The leaders constantly reflect on their practice to provide the best possible care for children and their families. The well-established staff team work well together to ensure that they provide good-quality experiences for the children attending. The leaders ensure staff receive the support they need and offer a range of training opportunities to support staff in developing their practice. Staff are vigilant and deployed effectively throughout the session to always maintain children's safety. Staff state that they feel valued and very supported in their role.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2744963
Local authority	Kent
Inspection number	10408118
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 8
Total number of places	20
Number of children on roll	25
Name of registered person	Tetita Childcare Limited
Registered person unique reference number	RP537222
Telephone number	07724664724
Date of previous inspection	Not applicable

Information about this early years setting

Kemsley Primary School BC/ASC registered in 2023. It is one of three settings run by Tetita Childcare Limited. The setting operates from Kemsley Primary School Academy in Sittingbourne, Kent. The setting is open for breakfast club from 7am to 8.30am and after-school club from 3.15pm to 5.30pm, Monday to Friday, during term time only. They employ three members of staff. The provider, who is also the manager, holds a relevant qualification at level 3

Information about this inspection

Inspector

Sara Garrity

Inspection activities

- The manager and inspector completed a learning walk together and discussed how they plan the environment and daily routines to meet the children's needs.
- The inspector and manager carried out a joint observation on a craft activity.
- Children spoke to the inspector about what they liked to do at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.

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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