

Inspection of Play Place Riverside Pre School and Play Scheme

Yalding Village Hall, Lyngs Close, Yalding, Maidstone ME18 6JT

Inspection date:

7 November 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children come into the pre-school confident and ready to play. There is a strong sense of community as staff talk to parents and carers while children greet their friends. Children learn to recognise their names as they hang up their coat. The children enjoy visits by people from different professions, such as the police and the dentist. They use the information that they have learned in their play. For example, children dress up as police officers and patrol the pre-school to make sure everyone is safe. Staff help children to learn about the community in which they live.

Staff provide children with a stimulating and interesting curriculum. They use observations and knowledge of children's interests effectively. This ensures that all children, including those who need more support, have experiences that meet their needs. For example, staff provide a climbing frame indoors. This helps children to develop their gross motor skills as they climb, hang and slide. Outdoors, staff challenge children to balance and use pedals on bicycles. Generally, children's behaviour is good. Staff are positive role models as they help children to understand the behaviour expected of them. For example, they explain that toys are not allowed at the lunch table.

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

- Staff encourage the children to make choices about what they would like to do, such as what song to sing next. Children vote for what book to have as their focus story the following week. They are learning about democracy and that their ideas are valued.
- Children are generally encouraged and supported to be independent. They wash their hands and use the bathroom on their own. However, at times, staff help children to complete tasks that they can do for themselves. For example, staff wipe the children's noses and put food on older children's plates for them rather than guiding them to develop their independence further.
- There is a strong focus on teaching children about equality and diversity. Some staff have attended cultural awareness training and have implemented new ideas as a result. For example, children explore the different types of homes they live in and discuss family structures. This helps children to value and respect each other's similarities and differences.
- A good balance of child-initiated play and adult-led activities is on offer for all children. For example, everyone takes part in sensory play with colourful dough. Children show high levels of concentration as they pinch, pull and squeeze the dough along to music. Staff are developing children's fine motor and manipulation skills.
- Children enjoy learning about numbers. For example, as they play with cars,

staff encourage them to park them in numbered parking spaces. However, staff do not always recognise opportunities to promote early mathematical concepts during children's play to further develop their mathematical knowledge.

- At mealtimes, staff sit with the children. They talk about what they are eating so children can practise their communication skills. Conversations help develop children's language as they talk about farming and crops. They discuss the difference between fruits and vegetables, and children learn about healthy foods.
- Staff develop strong partnerships with children's families. They get to know them well, which helps children to settle quickly. However, staff have not yet developed relationships with other settings that children attend. This means that there is not a consistent approach to sharing information about learning and development between different settings that children attend.
- Partnerships with parents and carers are very good. They comment on how approachable the staff are and how settled the children feel. Parents and carers say this has a positive impact on their children's well-being. They talk about their time at pre-school at home with their families.
- Staff work well as a team and say they feel supported in their roles. They receive regular supervisions and explore areas for development. There is a culture of reflection that helps to improve the overall quality of teaching.

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 children to do more for themselves and promote their independence further
- strengthen staff practice to promote children's mathematical development further
- build effective relationships with other settings children attend, to help support continuity of care in their learning and development.

Setting details

Unique reference number	2690658
Local authority	Kent
Inspection number	10360164
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 3
Total number of places	26
Number of children on roll	19
Name of registered person	Play Place Child Care Services Limited
Registered person unique reference number	RP901701
Telephone number	07985 771045
Date of previous inspection	Not applicable

Information about this early years setting

Playplace Riverside Pre school and Play Scheme registered in 2022. The pre-school is based in Yalding, Kent. It is open from 9am to 3pm, Monday to Friday, during term time. The holiday club opens for three weeks during the summer holidays. The pre-school employs three members of staff, of whom two hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector and the manager carried out a joint observation of a fine motor skill activity.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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