

Inspection of Boughton Monchelsea Playgroup Association

The Village Hall, Church Street, Boughton Monchelsea, Maidstone, Kent ME17 4HN

Inspection date: 11 October 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

All children are confident and happy during their time in the inviting pre-school. They are independent and know and follow the routines well. For example, all children help to tidy up when they hear the 'tidy up' song. All staff have high expectations of children's abilities and plan challenging activities that they know will motivate them to learn. The curriculum is well embedded, and all staff make targeted plans for all areas of learning. When children have an interest in imaginative play and cars, all staff teach children about the rules of the road by introducing 'cones' to make roads and using 'traffic lights'. Children are keen to learn about nature. All staff teach children about the different insects and autumnal items they see on a walk. Children go on to make art with their collections as they enjoy leaf printing activities.

Children of all ages and abilities behave well and are polite. Children show empathy and understanding of other children's differing needs. The staff teach children good physical skills and support them to safely take risks. This is evident when children climb and balance skilfully on larger equipment. All staff support children to develop good communication skills. Children embrace a fondness for singing and stories. This includes those who have special educational needs and abilities (SEND). For example, children sign as they sing well-known nursery rhymes.

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

- All staff establish positive relationships with children. They know and understand what makes them unique. This includes fully embracing their likes and adding them into the activity plans. Children settle quickly into the pre-school and enjoy the company of both children and all staff.
- All children make good progress, including those who have SEND. All staff complete additional and beneficial training on how to support their needs. This includes behaviour and communication training. The staff are skilled in implementing activities that support children, such as creating cosy areas that children can use if they become overwhelmed. All staff support parents well. For example, they create communication picture boards, and they make one for the parents to use at home. The staff provide all children with a good, consistent approach to their shared care and learning.
- Overall, the nursery staff engage all children in a wide range of well-thought-out activities. For example, children are encouraged to join a craft activity if they show interest in doing so. However, staff are not always quick to identify where they would be better positioned to fully engage all children during large-group times, such as outdoor play. Therefore, at brief times, some children do not benefit from consistently effective learning experiences.
- All staff have a good knowledge of all areas of learning. Overall, they teach

children about the importance of following hygiene routines, such as handwashing. However, staff do not provide consistent support for all children to fully understand the importance of healthy eating. For example, children are occasionally provided with juice that has a high sugar content. Therefore, staff do not enhance the opportunities for children effectively to fully understand the importance of making healthier choices.

- All staff establish secure and trusting relationships with parents, who speak positively of them. Staff keep parents well informed about their children's day and their achievements. Parents fondly comment that they feel that the staff are part of their extended family.
- All staff closely monitor the quality of care and teaching they provide to children. They reflect daily on their practice and use their evaluations to enhance their future plans.
- The setting is inclusive and diverse. Staff support children to develop a good understanding of other people's backgrounds and cultures outside of their own. This includes language. For example, children learn words in other spoken languages, such as Bulgarian and Greek.
- The nursery uses additional funding to support the individual needs of children effectively. For instance, they have purchased resources to support children's physical skills and provide children with more individual time with staff.

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:

- refine further the staff's awareness of where they are more effectively positioned to engage all children in learning more promptly
- enhance children's understanding of the importance of healthy eating and making healthier choices.

Setting details

Unique reference number	127031
Local authority	Kent
Inspection number	10364090
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	61
Name of registered person	Boughton Monchelsea Playgroup Association Committee
Registered person unique reference number	RP902007
Telephone number	07999 824478
Date of previous inspection	24 January 2019

Information about this early years setting

Boughton Monchelsea Playgroup Association registered in 1968. It is located in Maidstone, Kent. The setting is open Monday, Tuesday, Thursday and Friday from 9am to 3.45pm, and Wednesday from 9am to 12pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 14 members of staff, eight of whom hold relevant early years qualifications. This includes six staff who hold a relevant early years qualification at level 3 and one member of staff who holds a relevant early years qualification at level 6.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the staff. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide to children.
- The inspector viewed the indoor and outdoor learning environments.
- The staff shared written documentation for the inspector to review. This included safeguarding and child protection policies and procedures.
- The inspector spoke to all staff, children and parents at convenient times and considered their views.
- The inspector carried out a joint observation with staff of a planned group time that focused on supporting children to develop their listening and speaking skills.

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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