

Mayday Playschool

45 Bush Road, Cuxton, Rochester, Kent, ME2 1LP



Inspection date	5 December 2017
Previous inspection date	4 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff establish positive relationships with children and get to know them as individuals. Children have positive well-being and self-esteem, and show a good sense of belonging.
- Children have good opportunities to develop their early writing skills to help support their future learning. For example, older children confidently write their name.
- Staff keep parents fully informed of their children's learning. They share children's achievements daily and encourage parents to add to their learning records.
- Children are confident to communicate and share their ideas. Staff support children to develop good listening and speaking skills, such as asking challenging questions.
- Children have good opportunities to explore and investigate the natural world. For example, they make bird feeders and enjoy watching the birds visit the garden to feed.
- The manager and staff effectively evaluate their practice. For instance, the manager observes staff teach daily and provides them with constructive advice to support the playschool's action plans. This helps children have positive learning experiences and for staff to ensure children remain motivated to learn and make good progress.

It is not yet outstanding because:

- Staff miss some opportunities to encourage children to express their creative skills even further.
- Staff do not make the most out of partnerships with other early years professionals to strengthen the consistency of children's shared care and learning experiences.

What the setting needs to do to improve further

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

- build upon children's opportunities to develop their creative skills more extensively to express their own ideas
- strengthen partnership working with other settings children also attend, to provide even better levels of consistency to their shared care and learning.

Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, and staff training records.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the consistency of the quality of care and teaching that staff provide to children. For example, staff have regular one-to-one meetings to discuss their performance. They use the feedback to improve their current practice and support their activity plans. The manager highlights any training needs and ensures staff attend regular courses to build on their skills and knowledge, such as understanding how children of all ages learn. This helps staff engage all children in their play and learning. The manager and staff closely monitor children's individual and specific group progress. This helps them quickly identify any gaps in their development and provide good support to help children promptly catch up in their learning. Safeguarding is effective. All staff, including the manager, have a good understanding of the safeguarding and child protection procedures to follow, such as knowing whom to contact to seek advice or follow up any concerns. This helps keep children safe and protect their welfare.

Quality of teaching, learning and assessment is good

Staff skilfully help prepare children to manage their eventual move to school. For example, children understand how to meet their personal care needs independently, such as when they confidently use the toilet and find their own belongings. Staff effectively build on children's interests. For instance, after hearing a story about a cave, staff encourage them to use a wide range of materials to make a den to represent the cave. They excitedly 'hide' in the den with their friends, just like the character in their favourite book. Staff use the community well to build on children's experiences. For example, they learn about the value of money as they buy items from the local shop.

Personal development, behaviour and welfare are good

Staff are positive role models and children are polite and behave well. Children develop a good understanding of healthy lifestyles. For instance, they are keen to help prepare and serve their own nutritious snacks. Children have challenging opportunities to develop their physical skills. For example, they make obstacle courses to explore different ways of moving, such as balancing and walking on stilts. Children gain respect for other people and countries from around the world, such as when they learn about St David's Day traditional to Wales, and learn about Diwali as the Indian Festival of Light.

Outcomes for children are good

Children of all ages make good progress in relation to their starting points. They develop useful skills to support their future learning. They gain good mathematical abilities, such as when the older children complete simple addition and subtraction sums with confidence and younger children confidently sing number songs. Children develop positive social skills and build meaningful friendships. For example, they listen to each other and compromise as they play happily together.

Setting details

Unique reference number	EY407467
Local authority	Medway Towns
Inspection number	1071256
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	34
Name of registered person	Lesley Chilton
Registered person unique reference number	RP909583
Date of previous inspection	4 November 2014
Telephone number	01634296636

Mayday Playschool registered in 2007. It is located in Rochester, Kent. The playschool is open on Monday, Tuesday, Wednesday and Friday from 9am until 3pm and on Thursday from midday until 3pm, during term time only. The provider receives funding to provide free early education for children aged two and three years. The playschool employs eight members of staff, six of whom hold relevant early years qualification at level 2 and above.

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