

# Inspection of Minster Playgroup

Brecon Chase, Minster on Sea, Sheerness, Kent ME12 2HX

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Inspection date: 7 May 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The well-established staff team members work exceptionally well together. They have implemented a secure settling-in process to ensure that all children have a positive start at the setting. For example, staff recognise the importance of gathering initial information from parents about their children's interests and needs. This is instrumental in supporting staff to plan a strong curriculum that closely follows children's choices and changing fascinations. Children display strong bonds with staff, who are quick to offer the children a cuddle when needed. All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, appear to feel secure and have formed a great sense of belonging in the setting.

Children's behaviour is good and appropriate to their stage of development. They are kind to their friends. For instance, during story time, staff encourage the children to share props so that everyone has a turn to hold a character from the story being read. Staff use animated storytelling to captivate children's interest and help them develop a love of books.

Children are inquisitive and eager to engage with the rich learning environment and abundance of activities provided for them. Children manage simple risks in their play as they climb and balance along beams. Staff understand the importance of providing children with numerous opportunities to explore outdoors to enhance their physical skills and abilities.

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

- Communication and language development is a high priority at the setting. For example, while making play dough, staff engage the children in conversations about the texture of the dough. They introduce descriptive words, such as sticky, and encourage the children to think about what they can do to make the dough less sticky. The children understand that adding more flour will reduce the stickiness. Staff are skilled at supporting children to extend their vocabulary and develop their problem-solving skills.
- Staff have created a nurturing environment. They know the children very well and implement plans to support children to deal with their emotions and interact with their peers. For example, staff encourage the children to use the sand timer so that they know when it is their turn to play with the big truck. Children watch intently as the sand falls through the timer before they remind their friends that it is their turn. This helps children to gain the confidence to make their needs known to their peers. Staff are highly effective in helping children to have good relationships with one another as they learn to socialise.
- Staff plan experiences based on children's interests and stage of development.

They offer a good range of adult-led and child-focused activities to engage and spark children's curiosity. For instance, children are fascinated by the guinea pigs that have been brought in for a visit. There is great excitement as the children hold the carrots for the guinea pigs to munch on. However, during some adult-led activities, staff are not always sufficiently organised to ensure there is a clear focus on children's learning. As a result, children do not always make the progress they are capable of achieving.

- Children are keen to initiate their games. For example, they skilfully balance wooden beams on a frame and roll cars down to see how fast they travel. Children are learning to follow rules as they interact with their peers. Although staff offer the children a variety of games and resources to engage with, they do not always make strong use of some activities to fully extend children's mathematical knowledge and skills.
- Staff have high expectations for children's learning. They work with parents and other professionals to help support children with SEND and those children who speak English as an additional language. The provider has made good use of extra funding. For instance, they have purchased games and gardening equipment to support children's independence and well-being.
- Families and children are at the heart of this setting. The provider has established excellent partnerships with parents and carers. For example, staff share information through children's online learning records as well as speaking with parents and carers at drop-off and collection times. This helps to ensure there is a good two-way flow of information. Parents are extremely complimentary about the support they receive from the staff at the setting.
- The provider understands the importance of having a well-trained staff team. For instance, they provide staff with a variety of training opportunities, such as online courses and face-to-face training events, with other settings they operate. There is a strong emphasis on staff well-being, and staff comment on how supported they feel in their roles.

## 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:**

- develop further the use of adult-led activities to more effectively engage all children taking part
- improve opportunities for children to develop their mathematical knowledge.

## Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY422048                                                                          |
| <b>Local authority</b>                             | Kent                                                                              |
| <b>Inspection number</b>                           | 10394511                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care                                                                     |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 50                                                                                |
| <b>Number of children on roll</b>                  | 82                                                                                |
| <b>Name of registered person</b>                   | Minster Playgroup Committee                                                       |
| <b>Registered person unique reference number</b>   | RP522625                                                                          |
| <b>Telephone number</b>                            | 01795 871120                                                                      |
| <b>Date of previous inspection</b>                 | 10 September 2019                                                                 |

## Information about this early years setting

Minster Playgroup registered in 2011 and is one of two settings run by the committee. It is located in the grounds of Minster Primary School in Sheerness, Kent. The setting is open Monday to Friday from 8am until 3.15pm, during term time only. The committee provides funded early years education for two-, three- and four-year-old children. It employs 23 members of staff at this setting. Of these, 15 hold a relevant early years qualification at level 2 or above. One member of staff has achieved a level 6 qualification.

## Information about this inspection

**Inspector**  
Sara Garrity

## Inspection activities

- During a learning walk with the inspector, the provider explained the aims of the setting and the way in which they plan the early years curriculum.
- Staff and children spoke to the inspector at appropriate times during the inspection.
- The inspector and the manager carried out a joint observation of a group activity.
- The inspector read letters of reference and spoke to several parents to gain their views on the service they receive.
- The inspector held discussions with some committee members and the manager and looked at a selection of documentation, including records relating to the suitability of staff working in the setting.

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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