

Southgate West Playgroup

Inspection report for early years provision

Unique reference number	EY268196
Inspection date	13/02/2009
Inspector	Victoria Turner
Setting address	Hilltop Primary School, Ditchling Hill, Southgate West, Crawley, West Sussex, RH11 8QL
Telephone number	01293 511008
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Southgate West Playgroup was registered at its present site in 2003. However, the playgroup had been operating for over thirty years at a previous site. The group operates from Hilltop Primary School which is situated in the Southgate area of Crawley in West Sussex. The facilities comprises of a large classroom and toilet facilities. Children have access to a hard standing and grassed outdoor play area. The setting is on the Early Years Register. A maximum of 26 children from three to five years may attend the playgroup at any one time. The playgroup has established links with the infant school.

There are currently 58 children on roll, 57 of which receive funding for nursery education. Children attend a variety of sessions. The playgroup is open five mornings from 09.00 to 11.30 and from 12.20 to 14.50 every weekday during term time, with children attending from the local and surrounding areas.

The playgroup is supported by a team of staff who have current Childcare qualifications including first aid. There is disabled access and a disabled toilet.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children settle in well because staff provide a safe, caring and welcoming environment where relationships are very good. Its capacity for continuous improvement is satisfactory. Communication and partnership with parents are good. There are good systems for monitoring and recording children's progress. However, planning does not identify how activities will promote individual children's progress towards the early learning goals. The setting caters well for children with learning difficulties and/or disabilities and has links with the Portage service.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that CRB checks are updated (Safeguarding and promoting children's welfare)

30/04/2009

The leadership and management of the early years provision

There is a strong sense of commitment and purpose as the management team ensure the playgroup runs smoothly. There are appropriate policies and procedures in place to safeguard children and ensure their welfare. A daily health and safety check ensures that children are safe. Suitable checks for staff are carried out, however a few need updating. All staff hold relevant first aid certificates.

Staff have established positive relationships with parents and carers who are very happy with the provision. Parents are welcomed to be involved in the running of the group and to help during sessions. They feel well informed about their children's welfare and progress through newsletters, notes on the door, the white board and verbal feedback. The setting has formed strong links with the home. The 'Ask about me' and 'Today I...' slips enable effective information sharing between home and school. The setting has good links with the infant school that the children attend after leaving the playgroup.

The new All about Me document gives parents the opportunity to contribute to and inform their child's initial assessment. The playgroup has addressed the recommendations set from the last inspection. They now record their observations of the children, which is used to chart their progress in their learning and development.

The quality and standards of the early years provision

The children are happy, keen and settled because staff are friendly and caring towards them; and provide a stimulating, bright environment. Staff have a good understanding of the requirements of the Early Years Foundation Stage and plan activities in all areas of learning. There is also a well-resourced book and role play area. The role play area offers plenty of opportunity for talking. Children cook and make toast and invited the inspector to their 'dinner party', using language well. One child asked, 'Do you want to come to the dinner party?' and 'The baby's sick. We've got to phone the doctor.'

At the sand tray, children make cake and pizzas. They play collaboratively with each other and develop sharing skills. One child offered some of his sand to his friend by saying, 'Have some of mine'. Staff observe and record children's progress against the early learning goals and share outcomes with parents. There are planned opportunities to use computers and number skills develop well.

Children's health and physical development are promoted well with daily access to the school's playground, so children get fresh air and develop their gross motor skills. They develop good hygiene habits by washing their hands before and after eating snacks, and after using the toilets. Children learn to make healthy choices as they choose a piece of fruit at snack time. Milk or water is also available. Staff take rigorous steps to ensure that children's individual dietary requirements are met.

The staff model language well and are skilled in expanding the children's language. Discussion during activities helps to extend the children's knowledge and understanding of various topics. Children communicate well and are confident at initiating conversation. Children understand routines and know what is expected of them. Children behave well because staff are skilled in managing the children's behaviour. Good behaviour is reinforced with lots of praise and encouragement.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.