

Penhill Playgroup

Inspection report for early years provision

Unique reference number 113638
Inspection date 03/12/2009
Inspector Daphne Prescott

Setting address 5 Penhill Playgroup, Guide Hall, Penhill Road, Lacing, West
Sussex, BN15 8HA

Telephone number 01903 767513

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Penhill playgroup was established over 30 years ago, and is managed by a committee of parents and run by pre-school staff. It operates from the Guide Hall in Lancing, West Sussex. All children share access to a secure enclosed outdoor play area.

A maximum of 26 children aged from two to under eight years may attend the setting at any one time. There are currently 25 children on roll in the early years age group, children attend at different times of the week. The pre-school opens 9am to 12 noon Monday to Friday and Wednesday and Thursday afternoons from 12:30pm to 3pm, term time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early education to children aged three and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs seven staff, four of the staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the setting; they make good progress in their learning and development through the well planned and worthwhile activities that they take part in. The staff team work very well together and through regular discussions they plan and develop the curriculum to benefit the children. Effective partnerships with parents, external agencies and other settings ensure information relating to individual children is shared effectively and consistently. Parents are fully involved in all aspects of their child's care and learning. The children's individual needs are well met as the setting supports each child and recognises their uniqueness. The setting has a very good capacity for improvement, as the staff team are continually planning for improvement and monitoring the quality of the provision that is offered to each child.

What steps need to be taken to improve provision further?

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

- develop further the link between the indoor and outdoor environment so that children can move freely between them throughout the session and ensure that they have daily opportunities to play outside.

The effectiveness of leadership and management of the early years provision

The staff team work very well together to provide an exciting environment for the children to learn and develop. All the records, policies and procedures that are necessary for the safe and efficient management of the setting and to promote the Early Years Foundation Stage are well maintained and shared with parents. Staff have a secure knowledge and understanding of child protection issues and the procedures to follow with concerns, which helps to safeguard children. Clear and robust recruitment procedures are in place, which ensures all staff working with the children are suitable to do so. The premises are secure as security measures are efficient and prevent unauthorised access to the setting. All visitors to the premises are recorded to further safeguard children. Daily safety checks of the premises and written risk assessments are conducted and are reviewed regularly and this ensures children's safety is maintained. Staff are well deployed, which ensures the children are well supervised and supported in all activities. The setting has a wide selection of suitable resources for the children to use; these are well maintained and effectively organised to promote children's learning and to allow them to choose what they wish to play with developing their independence extremely well.

Partnerships with parents and external agencies to help children achieve as much as possible is a particular strength in the setting. The setting has very good links with parents and daily discussions, ensures they are fully aware of their child's activities. They are actively encouraged to be fully involved in all aspects of their child's care and learning. For example, they have access to their child's individual learning journals; use of notice boards keeps them up-to-date with daily events and themes. Parents hold the setting in high regard and their comments include, that they are extremely happy with the care and education their children receive. The staff team work well with parents and other professionals to identify individual learning needs. They work proactively together to provide appropriate care and learning opportunities for children, promoting inclusion for all. The setting has established links with the other settings that some of the children attend. For example, staff use communication books to actively share information with other settings, and they support children's transition into school as they visit the local schools. The setting also provides opportunities for teachers to attend the setting prior to children leaving, ensuring that children's progress, learning and development are appropriately shared. All children and families are highly valued. The group actively promotes the uniqueness and individuality of each child. They provide age-appropriate activities to ensure all children can participate in all play opportunities regardless of gender, background or ability. The staff's ability to engage children has given children good self-esteem and encourages them to be proactive in their own learning as they seek out play activities and are able to explain exactly what they are doing.

The very dedicated manager and the well established staff team work very effectively together and are committed to developing the setting's effectiveness. The manager is very pro-active in ensuring that she involves staff, parents and children when identifying strengths and areas for improvements. They have

effective systems in place to evaluate the quality of the provision provided and to identify areas for future improvement. The staff team all contribute to the self-evaluation documents and have very clear ideas for the future of the setting. For example, they have plans in place to refurbish the children's toilets which will also include a nappy changing area which will further enhance the settings practice to be more inclusive and to appropriately meet the personal needs of the children. The recommendations set at the last inspection have been fully met ensuring improvements are continuously made to improve outcomes for children.

The quality and standards of the early years provision and outcomes for children

The children display a very strong sense of belonging to the setting; they are mostly very settled and confident in their surroundings. They show they feel safe as the children are confident in sharing their news with the staff and include staff in their play. Staff provide reassurance and comfort when children are settling and freely offer reassurance. Children are making good overall progress towards the early learning goals in all of the areas of learning. The staff monitor and observe the children's learning and use these observations to ensure children follow a broad based curriculum. Staff use their observations and assessments to discuss the children's progress and to identify next steps in their learning for each child, which also takes into account their individual interests.

Children's early writing skills are developing as they enjoy a range of exciting experiences. For example, there is a good range of 'office' equipment including paper, envelopes and stamps. Children have a great time writing letters to Father Christmas and posting them in the play post box. They enjoy story times and looking at books. They listen attentively and with enjoyment to stories, encouraged by the staff's presentation of the story to gain children's interest. Children are actively encouraged to sing songs and repeat favourite nursery rhymes. They develop good early technology skills as they use a computer, and access a range of programmable toys. Children have good opportunities to develop their creativity as they freely access sticking materials. They spend long periods of time designing and making their own intricate pictures. Indoors children develop self confidence in their physical skills as they move with control and co-ordination. They have an enjoyable time balancing on the beams; children skilfully work out if they move their arms up and down slowly this will help maintain their balance. A wide range of experiences and resources help them to understand the wider world as they discuss other cultures by celebrating a range of festivals and have a range of books and a welcome poster display in languages other than English. Children who speak English as an additional language and children with additional needs are fully included in all activities. Staff obtain some key words from parents in their first language and use picture symbols to assist with communication skills. The local community is used as a source for learning as children enjoyed trips to the library, post office and the local church. Subsequently children's knowledge and understanding of their local community is continually developing.

Children show they understand about a healthy lifestyle as they make informed choices about what they eat and drink at snack time. They enjoy healthy snacks at

a time suitable to them ensuring children's concentration and learning is not disturbed. Children show great skill in independently using food tongs to help themselves to freshly prepared chopped fruits and raisins. They either choose to help themselves to fresh drinking water from a jug or select a small carton of milk. Children enjoy a lovely social occasion during snack time when they talk about their food likes and dislikes and staff encourage conversations on the benefits of healthy eating. The setting helps children to learn the importance of following good hygiene practices such as washing their hands when necessary. The staff support children's understanding of personal safety through activities and discussions. For example, they develop a good awareness of how to keep themselves safe as they regularly participate in emergency evacuation procedures and understand the importance of wearing fluorescent jackets and holding hands with a member of staff when on outings. Children have access to an outdoor play area where they go outside to run around in the fresh air and play with the toys and equipment provided. However, they do not always have daily opportunities for outdoor play and the outdoor area is not used fully to link the in and outdoor environments so that children can move freely between them throughout the session. Children's behaviour is good; staff acknowledges and recognise their achievements and suitable behaviour. Children co-operate well with each other in their play; such as devising role play scenarios in the home corner area. They understand the rules and routines of their setting and are skilled at sharing and taking turns.

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

The overall effectiveness of the early years provision

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met