

Pagham Playgroup

Inspection report for early years provision

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Inspector	Lisa Cupples

Setting address	Pagham Church Centre, Nyetimber Lane, Pagham, Bognor Regis, West Sussex, PO21 3JT
Telephone number	01243 266958 or 263342
Email	kidzkidzkidz@tesco.net
Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Pagham Playgroup opened in 1970 and is privately owned. It is situated in Pagham Church Centre in Pagham, West Sussex. The group serves Pagham and the surrounding areas and children attend a variety of sessions. A maximum of 26 children in the early years age group may attend at any one time. The playgroup is open each weekday from 9.00am to 12.00 noon and on Monday and Friday from 1.00pm to 4.00pm during school term time only. All children have access to a secure outdoor play area.

There are currently 64 children on roll aged from two years to the end of the early years age group; it is the group's policy to accept children from two years and six months. Of these, 37 children are in receipt of funding for early education. The playgroup is registered on the Early Years Register.

The playgroup employs eight fully qualified members of staff to work directly with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are extremely happy and settled during their time at the playgroup. The entire staff team take the time to get to know the children and their families well, enabling them to promote the children's welfare, play and learning successfully. As a result, all children are making rapid progress towards the early learning goals. Partnership with parents is a real strength in the provision and they play an active part in the setting overall. Rigorous and continual monitoring and evaluation of all aspects of the playgroup drives improvement for the benefit of the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing parents opportunities to be further involved in the self-evaluation of the setting.

The effectiveness of leadership and management of the early years provision

All children are safeguarded effectively because the staff have a very clear understanding of the child protection procedures and know how to implement them to protect the children in their care. Comprehensive policies and procedures

are shared openly with parents to ensure they are fully aware of the playgroup responsibilities. Robust and rigorous recruitment and vetting procedures ensure that everyone working with the children is suitable to do so and a full induction programme ensures all staff are extremely aware of their individual roles and responsibilities within the setting. All visitors are required to sign in and out of the playgroup to ensure an accurate record of everyone coming into contact with the children is maintained. All children enjoy an extremely safe and secure play and learning environment because daily checks are completed to ensure the premises are safe before the children arrive. Full written risk assessments are carried out in line with the requirements and they cover all areas used by the children, inside the building, outside and for all outings. Staff are extremely vigilant and monitor the safety of the resources and play environment effectively to minimise any potential risks to children. For example, spills are cleaned up immediately and staff ensure the hall chairs are not stacked too high to prevent them from falling over.

The playgroup has made exceptionally good progress since the last inspection and all previous recommendations have been addressed effectively. For example, the curriculum planning now reflects the children's individual needs and includes differentiation and evaluation to monitor the effectiveness of activities and daily routines. All staff attend ongoing training workshops and events to further develop their understanding of the Early Years Foundation Stage framework and all staff now hold a relevant level three qualification. The well-established staff team work closely together to drive improvement and they all play an active role in monitoring and evaluating all aspects of the playgroup for the children who attend.

All children have access to an extensive range of age and stage appropriate resources and play materials to promote their learning and development in all areas. The resources are clearly labelled and stored in low-level units to promote the children independence and decision-making skills effectively. Children make confident choices throughout the day and play an active role in their learning. All staff show a very good understanding of equal opportunities and are fully aware of the policies and the settings ethos. Every child is treated as an individual and key people work closely with the parents to ensure all children's individual needs are discussed, recorded and met at all times. The curriculum planning and activities are designed and organised to reflect and meet the children's individual learning paths. All children have access to a wide range of multicultural resources that are available everyday throughout the setting. The children celebrate a range of festivals from around the world to develop their understanding of other cultures and beliefs. They take part in art and craft activities, enjoy dressing up, listening to stories and food tasting activities. Welcome posters in a variety of languages are displayed in the entrance foyer and many positive images are displayed around the setting to promote the children understanding of diversity and difference from an early age.

Partnership with parents is very strong and children benefit from the clear and open lines of communication. Parents are able to talk to their children's key person at any time and they have access to their children's progress records. They are actively encouraged to contribute to the children's records to fully involve them in their children's learning. Information about the children's identified next learning steps are shared, enabling the parents to extend their children's learning at home.

Parents are able to make suggestions to improve the setting and are invited to complete questionnaires about the effectiveness of the playgroup. However, systems to fully involve parents in the evaluation process are still being developed. All children who attend other early years settings benefit greatly from the well-established systems that are used to share information about their individual needs and progress. The owner and staff team work closely with all other early years providers to ensure the children's care, play and learning is consistent and complimentary. They share information about the children's next steps and any issues that may arise and they have written parental consent in place to do so. Very strong links are in place with local schools to ensure the children's transition into school runs smoothly and the reception class teachers visit the playgroup and the children visit the schools to ensure they begin to form good relationships before the transition into school.

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

All children are making rapid progress towards the early learning goals in all six areas. They have ample opportunities to investigate and explore their surroundings and enjoy an equal amount of indoor and outdoor play and learning experiences. Children mark-make at every opportunity as they practise their emergent writing skills in a variety of ways. For example, children write their names on their art work, make lists and notes in the home corner and enjoy large scale mark-making activities outside. They have access to books and handle them correctly. The well stocked book corner is well used and children enjoy looking at the stories, often predicting what will happen next as they begin to recognise that text has meaning. Children count accurately and recognise numerals during practical activities. They use mathematical language to describe size, shape, quantity and position as they play. Children are able to express themselves creatively during art and craft activities and role-play, using their developing imaginations extremely well. They negotiate roles and enjoy dressing up as they create new characters for their storylines. Children show extremely high levels of independence and confidence throughout the sessions as they self-select resources and help to prepare the fruit for their snack. Children have many opportunities to develop their physical skills both inside and outside as they balance and climb, showing good spatial awareness and control. Children are beginning to problem solve as they figure out how to change the shape of the train tracks, turning the pieces over and around, cooperating well together until they achieve the desired result. The staff are attentive and respond quickly to all children's needs, valuing and respecting their ideas and suggestions at all times as they extend their learning. Children confidently sing a vast repertoire of songs and rhymes as they practise for their Easter concert. They match actions with rhymes accurately and enjoy performing in front of the other children and adults.

All children are extremely settled during their time at the playgroup. They form strong relationships with their peers and the whole staff team. Children ask many questions and show curiosity during the activities. Staff interact exceptionally well, developing the children's learning through open-ended questions, purposeful

conversation and an extensive range of resources and activities both inside and outside. All children learn about the importance of keeping themselves safe through discussions, clear group safety rules and activities. For example, children talk about keeping safe at the beach, staying near their parents and not going into the water alone. In the group the children take responsibility for their play and learning environment. For example, they pick up resources that have fallen on the floor and tuck their chairs in when they have finished at table top activities, so other children will not trip over them. Children practise regular fire drills and older children are able to explain exactly what happens during a drill, showing a clear understanding of the procedures to follow in the event of an emergency. Children use a wide range of tools and resources safely and often remind each other of the safety rules, for example, they talk about sitting down and concentrating when they are using scissors and children use knives carefully to help prepare the snacks on a rota basis. Children also have opportunities to learn about road safety, sun safety and stranger danger during their time at the setting, developing their understanding of how to keep themselves safe successfully.

All children learn the importance of good personal hygiene from an early age. They talk about washing away the germs they can not see and washing the fruit before they eat it. Children independently use tissues to blow their noses and dispose of the tissues into the bins provided. Children discuss how important it is to drink milk and they remember that it is good for their bones and helps to make them strong. The children have made their own place mats with pictures of healthy option foods surrounding their photographs and staff sit with the children at snack time as they talk about the types of food that are good for them. Children show a very good awareness of healthy options as they explain about fruit and vegetables and eating five a day to keep their hearts and muscles strong. All children behave exceptionally well because staff implement the clear rules and boundaries consistently. As a result, the children know exactly what is expected of them. Staff are positive role models and recognise and praise the children's efforts and achievements, promoting their self-esteem effectively. All children are beginning to learn about sustainability in simple terms. For example, children are encouraged to recycle paper, bring items in from home to use for art and craft, turn the taps off when they have finished washing their hands and they grow fresh vegetables for snack times.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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