

Mayflower Playgroup

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

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.

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Description of the setting

Mayflower Playgroup was established in 1973 and operates from the newly refurbished hall at Christ Church, in Haywards Heath, West Sussex. Mayflower Playgroup is a registered charity run by the Christ Church. Children have access to a large designated hall and secure outdoor play area. The premises are wheelchair accessible.

The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is registered to care for 30 children in the early years age group from two to five years. Currently there are 34 children, aged from two to four years on roll. This includes three- and four-year-old children who receive funding for nursery education. The playgroup is open on Mondays to Fridays from 9.15am until 12.15pm during school term times. The playgroup supports children with special educational needs and/or disabilities, and children who speak English as an additional language. Children come from the surrounding area. There are seven permanent members of staff. Of these, six hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting offers the children and families an exceptional level of high quality care and learning. Overall, children play, learn and develop in a highly stimulating, child-centred environment. The uniqueness of each child is fully understood and their individual needs are exceptionally well met. Staff support child-initiated learning very effectively, which inspires children to be active and inquisitive learners. Partnerships with parents and others are exceptional. Highly effective self-evaluation enables the setting to make continual progression and maintain high standards.

What steps need to be taken to improve provision further?

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

- expanding the opportunities for children to investigate and explore their natural world in the outdoor areas

The effectiveness of leadership and management of the early years provision

Strong emphasis is continuously placed upon children's safety. All required documentation, policies and procedures to support children's welfare are in place and are maintained to a very high standard. The staffing team have a very thorough knowledge and understanding of safeguarding children, and regularly update their child protection training. Rigorous and robust recruitment and vetting procedures help to ensure that children are fully protected. Children explore their play environment safely because all areas of the playgroup are very effectively risk assessed to reduce any potential hazards.

Exceptionally clear vision and leadership from the manager and committee, provide an intense focus on the continual development of the setting. This contributes to very positive outcomes for children. All staff show exceptional passion, dedication and enthusiasm in their work. This enables them to provide extremely high quality care, in a vibrant and stimulating learning environment. High emphasis is placed on the ongoing professional development of the staff team through the use of appraisals and ongoing training programmes. Staff members are exceptionally well deployed at all times, which enables children to be fully supported, encouraged and challenged through all their learning and play experiences.

Resources are invitingly displayed in open storage units. This, and the excellent organisation of the learning areas, promotes children's independence exceptionally well. Children are encouraged to choose their toys and initiate their own choice of play. Children thrive in this highly inclusive setting where they learn about equality and diversity at a level that they are able to understand, which develops their knowledge of the world in which they live. The setting is fully committed to promoting equality of opportunity for all children and work tirelessly to ensure children's individual needs are fully recognised and met. Staff ensure that all children are fully integrated and are able to fully support children with special education needs and/or disabilities. Highly effective and efficient partnerships and robust monitoring and assessments mean that staff know children well. Consequently, they provide a fully inclusive and tailored experience for each individual child.

Partnerships with parents are exemplary. There are excellent opportunities for the sharing of information with parents. These include the use of well-presented notice boards both inside and outside the setting, and ongoing discussions with each child's key person. Regular newsletters are provided and parents have access to all policies and procedures. An equal partnership in children's learning is fully adopted and embraced between parents and staff. Unlimited opportunities are available to exchange information between parents and key staff about children's achievements and progress both at home and in the setting. Parents are encouraged and enabled to extend and support children's learning at home. They are provided with imaginative activity packs, character dolls and participate in a book loan scheme, which enhances and secures the partnership approach to learning. The setting have forged excellent links with others providing care for

children which enables a consistent and secure foundation to build on children's developmental progress.

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

Outcomes for children are exceptional as they freely explore and initiate their play and learning in a bright, safe, stimulating, child-orientated environment. Even children who have recently started are settled, becoming independent and are motivated to learn through their play experiences. Staff have a secure understanding of the Early Years Foundation Stage framework and child development. This enables all children to develop at a pace that securely takes account of their individual needs, interests and desires. Children's progress is thoroughly supported by the extensive planning and assessments systems that are undertaken. Continuous reflection enables staff to successfully target all areas of the children's continued development, which clearly link into the six areas of learning. As a result, planning is tailored for children's individual learning by building upon their achievements, enabling them to make significant progress in their development.

Children play exceptionally well together and show excellent skills in negotiation and cooperation. They use sand timers to help them share and take turns and children use these efficiently to enable them to organise turns between themselves, for example, when using the computer. Consequently, behaviour is exemplary. Children demonstrate an excellent sense of belonging. Displays of creative work are clearly displayed, allowing children to reflect on their own achievements and those of others. Children's understanding of keeping themselves and others safe is evident as they are able to carry and use tools such as scissors appropriately. They have the confidence to seek support from the staffing team as required, this shows that they feel safe and are confident to confide in adults.

Children show independence as they spontaneously attend to their own personal care needs. For example, they readily put on their coats and outdoor shoes and wash their hands spontaneously in readiness for snacks. They enjoy an ongoing snack bar throughout the session, where they make choices about when and what they want to eat. They make their selection from a range of healthy food options which they prepare themselves. Children make full use of play opportunities in the outside play area at any time, which provides many extended learning experiences. They show enthusiasm and skill as they use a range of physical play equipment, which enables them to develop and enhance their large muscle control. They enjoy exploring a range of malleable resources and delight as they make marks with chalks on the pathway. However, exploration of their natural world is yet to be fully enhanced.

Children are making exceptional progress in developing their skills for the future. They have many worthwhile opportunities to explore and use an extensive range

of technological equipment. They show increasing skill as they operate the mouse on the computer and independently navigate their way through computer games. Children's use of books is enhanced as they use the welcoming and well-resourced book area. Here they have access to big books alongside fictional and non-fictional reading matter. Children's early literacy development is further supported through the use of the library scheme, which families use extensively. Children have access to vast range of resources to develop and enhance their skills in early writing and mark-making. They spontaneously write their names on their work and find their names as part of self-registration. Children's awareness of mathematical concepts is fully embraced thorough an extensive range of well-planned activities and resources. Children's creativity is inspired by the innovative play experiences that staff provide for them, for example, through role play scenarios and imaginary journeys on the 'Dream bus'. Overall, children flourish in an environment where they are fully supported by highly skilled staffing team and thrive as they thoroughly enjoy their play and learning.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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Annex B: the Childcare Register

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