

William Older Playgroup

Inspection report for early years provision

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Inspector	Teresa Colburn

Setting address	Arundel Road, Angmering, Littlehampton, West Sussex, BN16 4LP
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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

William Older Playgroup was registered in 1992. However, the original playgroup opened over 30 years ago. It operates from a free standing building, which is situated in the grounds of St Margaret's School, Angmering, West Sussex.

The playgroup is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total of 26 children, all of whom may be in the early years age range with none under the age of two years. Currently, there are 61 children on roll aged from two to five years. The playgroup is funded to provide free early education to children aged three and four years.

Children are accommodated within one room. They have access to enclosed outdoor play areas. Children attend from both the local village and surrounding areas. The playgroup supports children with special education needs and/or disabilities.

The playgroup is open each week day from 8.50am to 11.50am and 12 noon to 3.00pm, term time only.

There are 12 members of staff employed by the playgroup, who work a variety of sessions; of whom, six hold relevant early years qualifications. These range from level 2 to level 4 qualifications. In addition, two members of staff are working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare is promoted exceptionally well. It is underpinned by policies, procedures and assessment systems that are rigorously implemented, and reflect the uniqueness of all the children being cared for. The partnerships with parents/carers together with other agencies are a key strength. It is also a significant factor in making sure that the needs of all the children are met, along with additional support needs. This means that children progress extremely well, given their ages, abilities and starting points. Regular self-evaluation by the manager and staff ensures that priorities for development are identified and overall, acted on promptly. The playgroup's capacity to maintain continuous improvement is outstanding.

What steps need to be taken to improve provision further?

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

- further continue to implement areas of development the playgroup has identified on the self-evaluation.

The effectiveness of leadership and management of the early years provision

Children flourish in an extremely safe, welcoming and stimulating environment where all staff ensure they feel secure, safe and valued. The staff's safeguarding knowledge is exceedingly good. They are fully up-to-date about current child protection procedures and training. Therefore, they are very clear on their roles and responsibilities in effectively protecting children.

The manager and staff demonstrate a professional approach to their practice and have an outstanding desire to embed ambition and to drive the playgroup forward. For example, rigorous and extensive monitoring, analysis and self-challenge enables the playgroup to set exceptionally well targeted plans. Implementation of the playgroup's current action plans will enable the playgroup to further enhance the service they provide. Staff demonstrate an enormous enthusiasm and enjoyment when working with children. Staff work exceedingly well together as a team. They clearly understand their roles and responsibilities. Staff are skilled at deploying themselves to offer children support and space to initiate their own play independently. Children clearly benefit and thrive as a result of attending the playgroup. The hard working and motivated staff team contribute to the overall evaluation of the playgroup.

The playgroup provides an outstanding fully inclusive service. Staff make sure every child and parent is made to feel very welcome. Staff offer one-to-one support for children with special education needs and/or disabilities. For example, children are fully integrated into all the activities and have free choice to move around the playgroup with designated staff, therefore fully meeting the children's individual needs. The playgroup has developed comprehensive links with outside agencies to ensure they all work cohesively and have the same aim for each child.

The importance and value of parent partnerships is embedded throughout the setting. Many parents comment on how 'fantastic' the playgroup is in meeting their children's needs. Parents are kept very well informed about children's experiences throughout the day, and their progress as they continue to develop and learn. This ensures that they work together to achieve the best possible outcomes for children. Partnerships with other professionals and agencies are securely in place. For example, the manager and staff instigate visits to local primary schools to ease the transition from the playgroup to a school environment. This helps to support cross-provision working and continuity for children and their families.

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

The child-centred playgroup offers children a calm, relaxed environment in which to learn and develop. Staff know children extremely well and welcome them into the playgroup where they settle very quickly. Staff have an excellent knowledge of children's individual needs and offer high levels of care to promote children's welfare. Staff value children's contributions and creations. Children's art work is displayed throughout; thereby further developing children's self-esteem.

Children's records show initial discussions with parents about developmental starting points. Children's on-going development is exceptionally well monitored using the Early Years Foundation Stage. Excellent planning, observation and assessment systems set clear goals for each individual child across each area of learning. For example, staff's outstanding knowledge enables them to adapt learning opportunities both inside and outside. The superbly well resourced outdoor play areas have been designed and utilised as an extension of the indoor play area, and considered as other areas for children to learn and develop.

Children communicate with exceptional confidence, talking with a great deal of enthusiasm about their activities. Children show curiosity and readily approach adults to join in with activities. They like to make marks and have a varied number of different activities in which they can do this. For example, during painting sessions, staff encourage development by asking many open ended questions and showing genuine interest in what children have to say.

Children enjoy an excellent range of activities and experiences both indoors and out, which actively supports a healthy lifestyle. For example, the outstandingly well resourced outdoor play area provides children with ample opportunities to enjoy regular exercise, to help maintain a healthy lifestyle. Children thoroughly enjoy riding bikes, balancing on large planks, running and playing catch with other children and staff.

Children are extremely confident in using information technology. For example, they demonstrate an outstanding ability when using computers. Such as understanding they can either use their finger to move items around the computer monitor or negotiate the mouse. Staff provide excellent activities that encourage children to explore and investigate.

Children's well-being and good health is strongly encouraged throughout the playgroup. Children fully understand the importance of washing their hands prior to eating snacks and after toileting, plus explaining clearly why this is important. Children enjoy a variety of healthy snacks and have easy access to drinks when they get thirsty. They skilfully peel and cut fruit and open yoghurt pots during snack time. All enjoy eating their snacks and lunches together.

Children are extremely well behaved. They share and collaborate with each other in their play exceptionally well, demonstrating valuable skills for their future. Staff are extremely good role models to the children, not only offering them praise and

encouragement, but also encouraging them to support each other. Consequently, children of all abilities feel self-assured and enthusiastically participate in the innovative activities on offer.

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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