

Holy Innocents Playgroup

Inspection report for early years provision

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Inspector	Christine Clint

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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*.

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Description of the setting

Holy Innocents Playgroup was first established in 1970. It is privately owned and registered in 2000. The playgroup is situated in the church room, but is not affiliated to the church. It is located within the village of Southwater, near Horsham in West Sussex. The playgroup offers sessional care during the school term. It opens every morning during the week from 9.15am to 12.15 pm with two extended days or an afternoon session until 4pm. Children attend a variety of sessions and can also have early starts and attend lunch clubs to meet the needs of parents. Children use the main hall with toilet facilities and there is a separate kitchen. The playgroup has a secure enclosed outdoor play area.

The playgroup is registered on the Early Years Register for 20 children and accepts children from the age of two years and four months old. There are currently 37 children on roll. The setting provides funded early educational for three and four-year-old children. Children attend from the local community. The playgroup support children with special educational needs and/or learning disabilities as well as children who learn English as an additional language. There are eight members of staff, including the owner-supervisor and one bank member of staff. Seven staff members hold appropriate early years qualifications and there are links with the local early years network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The playgroup has strong and dynamic leadership with highly effective team work and staff continuity. An excellent level of driving improvement has been sustained across most areas of the provision. Self-evaluation systems are fully embedded and staff use reflective practice effectively to appraise and influence the outcomes for children. Therefore, children make excellent progress in most areas of learning. There are high levels of motivation and a focused attitude to meeting children's individual needs. The playgroup has very effective and well established daily routines, these show the importance and commitment to promoting relationships with parents and families.

What steps need to be taken to improve provision further?

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

- supporting children in developing the knowledge and understanding that helps them make sense of the world, for example undertaking practical experiments.

The effectiveness of leadership and management of the early years provision

The playgroup has highly effective safeguarding systems in place and fully organised procedures for staff recruitment. A staff tracking list shows that clearance is regularly updated and there are comprehensive systems of induction. For example, the supervisor signs to confirm that staff members have read each individual playgroup policy or procedure. There are annual staff appraisals and all staff share in the review of policies. This review has recently included additional safeguarding procedures, involving mobile phones and information shared on social networking sites. Staff show exceptional experience and knowledge of safeguarding procedures as part of their responsibilities as key workers. There are clear and detailed records of risk assessment to show how safety is highly prioritised in all areas. Staff monitor children extremely well and continually use clear explanation to ensure that children learn to understand hazards. All requirements to meet the regulations for children's welfare are very well met.

Children are making rapid progress in their development because the staff provide a creative learning environment and high quality care. Learning is clearly attributed to the excellent use of resources and the well-deployed, high ratio of knowledgeable staff. Children show growing confidence and enjoyment in selecting play equipment and following daily routines. Younger or less able children can see the picture board displayed to help them choose activities. Staff show a strong focus and awareness of evaluating all activities. For example, they quickly change the bugs for dinosaurs in the compost, when they recognise that children do not show as much interest. Staff are keen to monitor this play and understand children's individual choices. The comprehensive records of learning provide clear evidence of children's starting points and extensive progress across wider areas of learning. Although there are less practical experiments to help children understand the world around them. Staff show extensive knowledge, enthusiasm and interest in supporting a wide range of individual children's different needs; they learn about these needs and plan in advance for children's attendance. For example, recording stories in children's home language and using this alongside regular story time demonstrates clear links with diversity and promoting equality.

There are accomplished and progressive systems to evaluate all areas of the provision; the supervisor and staff show ability and continual awareness of driving improvement. Evaluation is thorough and includes parents' opinions and children's ideas. Staff clearly inspire each other and team work is exceptionally successful in continually raising the quality of the provision.

Parents have very strong links with the playgroup and show a high level of interest in their children's progress. They speak with children's key workers daily, because the playgroup includes a dedicated personal handover for each child, which build strong and close relationships. Parents have a newly introduced handbook, regular newsletters and opportunities to attend workshops. They complete questionnaires, which inform a wider survey. Parents are keen to show their appreciation of the care and dedication that staff provide and their growing awareness of how

exceptionally well their children are learning.

The playgroup is proactive in seeking links in the wider community to enhance provision and share ideas for driving improvements. Staff regularly liaise with childminders and other carers, they share information through the daily book bags and use children's records of learning. There are effective and well-developed routines with local schools for children's ease of transfer. Staff have excellent links with wider agencies to meet children's individual learning needs and they successfully implement changes from any training courses attended. The supervisor plans and organises regular meetings in the area with other providers to share information and purposefully update their practice.

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

Children have high levels of interest and enthusiasm for the wide variety of activities available and they make independent choices as soon as they arrive. They often spend prolonged times on the floor with the farm animals or sitting at the dough table. Staff purposefully immerse themselves in children's play, often asking children if they can join in. They recognise and encourage these important areas of decision making for children. New, younger children move at their own speed and staff monitor their play, responding to children's individual needs for support. Children show ample skills of concentration, they persevere with computer games and repeat activities until they have the right answer. Children select resources freely, especially in the craft area. They print and make patterns with sponges and rollers; they choose paint and capably manage to fill small containers. Children are animated and talk to staff about their plans, they are encouraged to have ideas and make decisions. They are spontaneous and frequently initiate conversations with staff, remembering previous events or activities. Children laugh readily; they are confident and have well-established friendships. They are extremely motivated and active, often continuing their role play across the provision and wearing dressing-up clothes throughout.

Children feel safe because the routines are very well established. They know that outdoor play is available, although in winter the door is closed to sensibly retain the heat. Children ask to go outside or they find their own coats and boots and staff immediately recognise their intentions. Children are continually supervised outside and the wider space increases their confidence for physical play. They enjoy watering the bulbs they have planted in troughs; they dig in the sand or balance on scooters and competently manoeuvre tricycles. They keenly play football, confidently explaining the rules. There are ample tools and play equipment on a large trolley, which is labelled to encourage children to recognise written words. Children spontaneously find umbrellas and use these when it begins to rain. They sort through the tub of musical instruments, enjoying the sounds of rain sticks, wooden shakers and xylophones. There is sheet music available to show children that songs and tunes have a written form also. Children show how they appreciate music and say that the musical instruments "cheer us up if we are not so happy". There are outside dens to hide in and low safe mirrors for children to see themselves. Children show they are aware of fire safety because they

introduce this in their imaginative role play.

Children are keen to join staff and count small figures, sorting these and calculating which group is larger or smaller. They confidently recognise their written names and answer fully at group registration time. Children respond with enthusiasm to the rolling snack time and take turns to manage independently. They clearly learn about hygiene by washing first and having hand gel available. Children eagerly choose fruit and bread sticks, they have conversations about healthy foods and they carefully learn to pour their drinks. Children are developing a strong understanding about table manners when they eat lunch together, learning to socialise with staff and each other.

Children are highly praised by staff and this raises children's self-esteem and encourages relationships to flourish. Children fully take part in tidying up, they know what to expect because staff explain clearly and use a three-minute timer as a reminder. Children are eager to hear stories and become fully involved in the group songs and actions. They are totally supported and feel valued by the high level of staff involvement and participation at the end of the session.

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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