

# Fairlight Playgroup

Inspection report for early years provision

---

<b>Unique reference number</b>	109418
<b>Inspection date</b>	23/01/2012
<b>Inspector</b>	Joanne Wade Barnett
<b>Setting address</b>	Broadway, Fairlight, Hastings, East Sussex, TN35 4DA
<b>Telephone number</b>	01424 814726
<b>Email</b>	01424 813443 (tel)
<b>Type of setting</b>	Childcare - Non-Domestic

---

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 assesses 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 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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).

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

Fairlight Playgroup is a committee-run group and opened in the 1970s. It operates from two rooms in the village hall at Fairlight, near Hastings, East Sussex. All children share access to a secure, enclosed, outdoor, play area. It is open on Monday to Thursday from 9.15 am to 12.45 pm during school term times. The playgroup is registered on the Early Years Register. A maximum of 24 children may attend the playgroup at any one time. There are currently 12 children from two years to under five years on roll. The playgroup supports children with special educational needs and/or disabilities and children who speak English as an additional language. The playgroup provides funded early education for three- and four-year-olds. There are three members of staff and a volunteer. The staff members hold appropriate early years qualifications to at least National Vocational Qualification at level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff soundly promote and meet the unique needs of each child to satisfactorily support their progress in learning. However, systems to clearly identify children's next steps and to foster younger children's working in a group are not fully in place. Engagement with parents is good; through partnership working, staff learn about children's backgrounds, meet children's individual needs and provide consistency of care. Children feel safe as systems are in place to safeguard their welfare and generally protect their health, though hand washing procedures are not robust. All staff are involved in evaluating the provision and they have identified some strengths and weaknesses and areas for improvement for the future. Ongoing aims to suitably maintain continuous improvement and develop the provision help to appropriately promote the outcomes for the children.

## What steps need to be taken to improve provision further?

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

- improve the system of observation and assessment to specifically identify next steps to meet children's learning needs
- improve strategies to support younger children's understanding about working as part of a group
- improve routines that enable children to gain concern for their own personal hygiene, with particular regard to how they wash their hands after art activities.

## **The effectiveness of leadership and management of the early years provision**

Children are soundly safeguarded through use of the playgroup's revised policies, strategies and procedures that help to promote their welfare. Staff have an up-to-date understanding of safeguarding issues. They know where to access relevant information and what to do in the event of a concern. Appropriate vetting helps to ensure that all adults working with children are suitable to do so. Induction enables them to know their individual roles and responsibilities. Ongoing monitoring of staff performance through appraisals helps to promote children's welfare. Clear risk assessment and daily checks are used to suitably identify and reduce the risk of accidental injury to children. The staff also carry out risk assessment for each outing. Children take part in regular evacuation drills, so they know what to do in an emergency.

Equality and diversity are soundly promoted. Staff monitor their practice so that playgroup experiences are available to all children and their needs are suitably supported. This support extends to the needs of those with special educational needs, for those speaking English as an additional language and for their families. Children have plenty of opportunities to begin to learn about diversity in society as they enthusiastically engage in using chop sticks during Chinese New Year. They have opportunities to taste different foods and look at traditional clothes relating to the different cultures.

The use of self-evaluation is satisfactory. The group has recently started to use the Ofsted document and has considered some areas that need to be developed. These include arranging training for staff and extending the already well established garden and other resources to ensure that children's needs are met. There is a strong staff team that is supported by a committee and they work together well as a stable team. Staff have participated in a variety of training opportunities and suitably use the knowledge and experience they gain to bring about improvements.

Staff have positive relationships with parents and carers enabling children's individual needs to be met. Parents' views are sought through questionnaires and daily verbal communication and used to make changes to how the playgroup works. Parents are given information about the playgroup when their children start, which includes all the policies and procedures. This enables parents to be well informed of the role of the playgroup and what it provides for their children. The registration and initial profile forms give the key person the relevant information to begin to plan for the individual needs of the child. Regular newsletters are issued, keeping parents effectively informed about events in the future. They also receive information of activities that parents can continue at home to support their child's learning. Children's learning journals are easily accessible and parents are encouraged to look at them frequently or take them home to read. Parents are encouraged to contribute to their child's learning journey and keep the key person informed of any new areas of development. Partnerships with outside agencies are appropriately established. These help the staff to address specific areas of development within the playgroup that benefits

the children and helps them achieve their full potential.

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

Children are keen to attend the playgroup, settle well and move around confidently while exploring and investigating their environment. They make satisfactory progress in their learning and development because staff generally provide a stimulating environment. Staff make regular observations on all children and support these with photographs when completing their individual records. They know their key children soundly and use their recollection of children's interests and abilities to support them during their play. They produce well-written observations of children's activities to assess children's progress towards the early learning goals but do not fully analyse the next steps. As a result, on occasions the activities planned do not always effectively build on what children know in their learning and ensure they are suitably challenged.

Children generally make satisfactory progress in communication, language and literacy, numeracy and skills relating to information and communication technology, developing skills for their future. Staff sit with children extending their language skills. Some children choose to listen to stories with staff, showing good concentration. They ask questions about the story and often join in on familiar parts. Children are given opportunities to recognise their name at snack time when they look for their places before sitting down. Children eagerly find the dressing-up clothes and use their imagination as they dress up in traditional costumes. Children's creative skills are further developed by using different materials, glue sticks, scissors and mark-making implements, available from the art trolley, to create their ideas.

Children have sound opportunities to learn about the benefits of a healthy lifestyle. They have plenty of daily exercise and fresh air and a varied choice of healthy snack options. Systems are generally in place to help children gain concern for their own personal hygiene. These include encouraging children to wash their hands at the appropriate times, although this is less evident when using a communal bowl after art activities. Children are encouraged to be independent and understand why they must wash their hands before they eat or after using the toilet. Policies and procedures for hygiene and regarding sickness help to ensure that children are protected, where possible, from cross-infection.

Children demonstrate a feeling of security and sense of belonging as they move around the playgroup. They approach staff confidently to meet their individual needs and enjoy a cuddle and reassurance if they are feeling a little anxious. Children build relationships with their key person and develop good relationships with their peers. Children show a secure understanding of the rules of the playgroup and take responsibility for tasks, such as tidying the toys away at the end of the session. Generally, staff offer lots of praise and encouragement to children to promote positive behaviour. For example, staff praise children for sitting sensibly and listening, helping them understand what behaviour is expected.

However, some younger children find sitting during planned activities difficult, resulting in them becoming less interested. Staff have not established consistent strategies to help these children to understand what is expected of them.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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](http://www.ofsted.gov.uk)



