

# Pevensey and Westham Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	109480
<b>Inspection date</b>	01/03/2012
<b>Inspector</b>	Christopher MacKinnon

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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Pevensey and Westham Playgroup first registered in 1969, and operates within Pevensey Memorial Hall. Children use the main hall, one smaller room and have access to an enclosed outdoor play area. The playgroup opens five days a week for 38 weeks of the year. Opening times are from 9am to 1pm Monday to Wednesday. On Thursday and Friday a longer session is provided from 9am until 3.30pm. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children in the early years between two and five-years-old may attend at any one time. The playgroup receives early years education funding for three and four-years-olds. There are currently 41 children on roll, all are in the early years age group. The playgroup has a staff team of six and all have appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The playgroup is very well organised and individual children's care and development is highly successfully promoted overall. A spacious and exceptionally well resourced play environment is provided, and a highly stimulating programme of activities ensures children make excellent progress with their learning. The playgroup's observation and assessment of children is exemplary. Staff engage exceptionally well with parents and other carers, and self-evaluation is consistently used to maintain continuous improvement.

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

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

- revising the organisation of snack times, so that activities are not interrupted and children's continuity of play is further supported.

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

The playgroup is a long established pre-school provision, with an experienced and well organised staff team. The supervisor and deputy work closely with staff to provide a highly effective programme of play and learning. Safeguarding is successfully promoted. Staff have an excellent awareness of child protection procedures, and well organised policy guidance and security procedures are in place. Since the last inspection, the playgroup has successfully made improvements to safeguarding arrangements and senior staff have completed additional safeguarding training. The playgroup has also recently developed

aspects of outdoor play and learning, and working with parents. The staff make excellent use of self-evaluation to maintain improvement. A clear and informative appraisal document is used to detail all of the planned areas for development. Staff also have regular meetings to review practice, and are well engaged with the local authority's quality assurance initiatives.

The playgroup has an excellent range of resources and a highly stimulating play environment. Children use a large hall, with a wide variety of well organised play areas. Staff use the space and resources extremely successfully to create an enabling environment where children can move freely between activities and select resources for themselves. Children are offered a highly challenging variety of activities; with role play, dressing-up and physical games all prevalent. The playgroup also provides children with an impressive range of resources to support problem solving and understanding of the world. The playgroup has a well stocked book area, with excellent provision also for art crafts, mark making, construction and small world play. Visual learning materials are strongly featured, with displays promoting letters, shapes and numbers. The playgroup's outdoor area is also well stocked with play materials, and has a large amount of space for active group games, and children also use a covered outdoor classroom.

Staff successfully promote equality and inclusion. The key worker system provides close and consistent support for individual children. Staff show an excellent knowledge of their key group, and take care to promote individual children's development, through focused learning and one-to-one play sessions. The playgroup has an extremely strong multi-cultural ethos and staff take care to ensure that equality and diversity is positively promoted within the play environment, and play programme. Well organised daily routines, such as circle times, are used highly successfully to promote inclusion. However, on occasions the whole group snack time arrangements can interrupt children who are engrossed in their play.

Partnerships with other settings are well established. Key staff work superbly with other day care settings, and share care and development information on their children. As a result children receive consistency of care and the playgroup enhances the experiences children have elsewhere. Excellent links with local schools aid children's transition into school. Engagement with parents is excellent. Each child's key person works closely with their parents. They give clear information about the playgroup and promote ongoing two-way communication. Parents regularly see and contribute to their children's progress records.

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

Children relish their time here, are confident and motivated to learn. As a result of staff planning for children's individual learning needs, and support, children make excellent progress across all areas of their learning. Staff use themes and seasonal opportunities to enhance children's experiences and knowledge and understanding of the world. Children take part in cultural celebrations that raise their awareness

of diversity. Staff show confidence in extending and promoting children's learning, and understand the importance of helping children to explore and combine materials. Staff also track children as they play and move around the play environment; and this technique is extremely well used to identify potential new learning challenges for children. Detailed records of observation and assessment help staff to carefully monitor children's progress

Children show they feel extremely safe and secure. New children and those who are settling are closely supported by their key workers; with parents also well engaged. For example, parents are able to stay with their children, to establish familiarity. A well organised set of safety procedures and detailed risk assessments are also in place, to ensure all aspects of children's activities have a full safety appraisal. Children demonstrate an exemplary understanding of how to keep themselves safe and are actively encouraged to make a positive contribution. They help one another and adults and contribute to the maintenance of a tidy, safe environment. Children initiate many activities themselves and play cooperatively with their peers. They share, and take turns.

Children's awareness of a healthy lifestyle is clearly evident and further promoted by staff. They show bodily awareness and the benefits of good diets and exercise on their health. Healthy eating is well promoted. Children are also successfully encouraged to engage in a wide range of active games that fully supports their physical development. They show confidence and skills with balance and running. Children demonstrate agility and excellent skills in manipulating play materials and using a range tools and technology items competently.

Children develop excellent skills for future learning, particularly in their communication, language and literacy. They talk confidently with staff about their ideas, and use language in a highly effective way, to devise imaginative games. For example, children discuss how they will play 'superhero' games and space themed play. Children make excellent use of the fully resourced book corner, looking at books themselves or choosing those they wish to look at with staff. Children also display excellent skills with mark-making, and are able to write and form letters confidently. Children show a high level of problem solving skill. For example, they make complex figures and vehicles with interlocking construction toys and explore the properties of magnets. Children also use magnifiers to 'take a closer look'. They show excellent skills with numbers, counting and sequences. For example, learning how traffic lights work.

Children's knowledge of the world is fully extended. Children learn about other countries, through planned play projects. During outdoor play they hunt for mini-beasts and learn about the seasons. Children also benefit from regular visits from the Police and Fire Service. Such visitors help children to learn about people that help them and about the wider community. The promotion of children's creative development is rich and highly consistent. Children enjoy mixing paint and learning about colours. They use yellow to represent 'sunshine' and green for 'trees'. Children engage in an extensive range of creative play activities each day. They greatly enjoy cutting, sticking and combining materials. They delight in making items such as cakes with play dough. Children also enjoy a lot of excellent, free

flowing child led play; that shows a high level of inventiveness.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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