

Paddington Playgroup Stage One

Escotts Primary School, Lewes Road, East Grinstead, West Sussex, RH19 3TY

Inspection date	24/09/2012
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Parents are highly appreciative of the playgroup and know about the themes and plans so that they can support their children's learning at home and contribute items to support the children's experiences..
- Staff promote children's early mathematical skills well. Children use their numeracy skills well, such as when counting as they play.
- Adults use good questioning techniques, which help children to extend their play, thinking and conversations. Children talk confidently to adults and friends, and they often listen carefully to stories. As a result, their ability to recall information develops well and vocabularies are growing consistently.
- Staff individualise planning that is geared around children's abilities and interests, whilst ongoing assessments map children's progress and highlight their future learning opportunities.
- Staff take a lead role in establishing partnerships with other settings and agencies to provide children with consistent, coordinated care. They respond to feedback and initiate improved systems.
- Staff arrange a variety of resources to provide children with enticing and adaptable activities that they can use to develop lengthy imaginative play.
- A clear vision for the nursery, particularly from the manager, leads to improved practice. The staff team demonstrates a very positive attitude towards ongoing training.

It is not yet outstanding because

- Staff do not do all possible to encourage children's literacy development indoors and in the garden, particularly in regard to support for early writing and practising these emerging skills.
- Staff miss opportunities in daily routines to encourage children to practise their independence skills..

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors.
- The inspector undertook a joint observation of a teaching activity with the playgroup's supervisor.
- The inspector talked with available staff, some parents and held discussions with the supervisor.
- The inspector examined documentation including a representative sample of children's records, policies, staff training records and staff suitability records.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Paddington Playgroup Stage One registered with Ofsted in 2001. It is the sister group of Paddington Pre-School Stage Two and is specifically for children aged two to three years. Both settings are owned and managed by the same provider. The playgroup operates from a newly built room on the site of Escotts Primary School in East Grinstead, West Sussex. The room is also used as a community space and shared with the school. The playgroup is also registered on both the compulsory and voluntary parts of the Childcare Register. There are currently 37 children aged from two to under five years on roll. The playgroup is open five days a week from 8.45am to 11.45am, during term time only. The playgroup receives funding to provide free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and those learning English as an additional language. A total of seven staff work with the children, four of whom hold relevant National Vocational Qualifications at level 3, and one holding a similar qualification at level 2.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Provide further literacy opportunities within the outside area, so that children practice their emerging skills: by including opportunities for writing during role play and other activities and through drawing attention to marks, signs and symbols in the environment, including talking about what they represent
- Support children's developing independence skills specifically during snack times, for example by allowing children to pour their own drinks and serve their own food.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide good resources overall from which children benefit and, when combined with a generally excellent range of activities and experiences, support their learning and development well. Staff work effectively to plan the environment daily so children move freely between indoor and outdoor spaces. They use a good range of developmentally appropriate toys and resources that help to promote their learning and development effectively. These are easily accessible to the children as they are stored at their level.

Children are supported by well-deployed staff who readily involve themselves in the children's chosen play activities. The team of staff demonstrates a confident knowledge and understanding of how young children learn and develop. Staff plan children's experiences to cover the seven required areas of learning. They make valuable detailed observations of the children as they learn through play and use these effectively to plan next steps for the individual child's learning. Effective systems are in place to support children with special educational needs and/or disabilities and those learning English as an additional language. The staff have good knowledge of each child's background and support the individual needs of each family. Parents are involved in sharing detailed information about their children's starting points prior to them attending the setting. Staff follow this system through with continuous opportunities for sharing and discussing children's achievements.

Staff pose careful questions to encourage children's interest and extend their thinking successfully. As a result, children are enthusiastic in their approach to learning and confidently express their ideas. Children successfully develop their spoken language through frequent conversations and answering appropriate questions posed by staff. Children enjoy listening to stories and the book area provided by staff gives them a cosy place where they enjoy and learn to appreciate books. However, there are fewer activities and resources that support some areas of their literacy development both indoors and in the garden area. These relate to developing early writing skills, which will be of particular use on their eventual move to school. The lack of some literacy resources in the outdoor space restricts learning in this area for those who prefer to learn outdoors, although these children still maintain good progress.

Children's skills relating to information and communication technology are developing well. They use lots of equipment, including cameras with developing competence, under the direction of staff. This learning contributes effectively in helping children acquire good skills for their future lives. Children enjoy developing their creative skills by dressing up and role playing. They have fun as they engage in their own imaginary games.

Staff are successful in helping children gain particularly useful early mathematics skills. Children use an extensive range of equipment to help them progress in their numeracy and problem solving. They count, sort various two and three-dimensional shapes, thread different size beads and use many puzzles to reinforce their understanding of numbers, patterns, position and sequences. Children enjoy a good balance of both adult-led and child-initiated play experiences. Younger children enjoy sensory experiences, such as playing with shaving foam using various tools. They enjoy pouring, gathering, swishing and then seeing how they make marks as they move their hands in the mixture. Adults use questions well with the younger children, which helps them to extend their play and conversation skills.

The contribution of the early years provision to the well-being of children

Children's well-being is prioritised by staff as they ensure children are kept safe and healthy whilst in their care. Children have a clear awareness of the daily routine, which helps them to feel very secure and confident in the centre. Children follow effective personal hygiene routines, which are promoted by the staff's good role modelling. Children demonstrate an age appropriate understanding of the need to wash their hands. As a result, they develop an increasing awareness of the routines that help to promote their good health. Snack times are social occasions where children confidently chat to their special staff 'key person' and friends. Children choose their drinks independently but items, such as their snacks are served for them, so they miss the chance to take on this additional responsibility.

Staff make good use of the available space indoors, providing the children with engaging and stimulating activities. Staff are effectively deployed to support children throughout the playgroup. Children receive lots of genuine praise for their achievements and they show pride in learning new skills. Children's self-esteem and confidence are strong as a result.

Staff are positive role models who speak politely at all times. Children respond very well to adults and conversations are plentiful. Children show a strong sense of security and understanding of safety measures. Staff take a consistent approach, so that children develop good knowledge of what is expected and behave well. They clearly explain to the children what they need to do, and stress the importance of sharing. Children are learning to treat others with respect and this contributes to their good behaviour.

The playgroup encourages parents' contributions to observations and their comments about learning at home, which support the children's individual learning plans well. Establishing secure emotional attachments through effective settling-in procedures are in place to meet the individual needs of children and their families alongside an effective key person system. This system supports very good relationships. As a result, staff promote children's welfare and sense of belonging is well.

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

The playgroup has good procedures to support children's safety and welfare. Staff are vetted for their suitability to work with children and demonstrate good knowledge and understanding of safeguarding children requirements, including their roles and responsibilities in reporting concerns. Staff have regular safeguarding and first aid training.

The management has implemented good systems for self-evaluation, which lead to the identification of areas for improvement. Regular staff meetings and supervision enable everyone to contribute to the continuous development of the playgroup and the needs of individual children. The staff is committed to improving its practice, which is evidenced by frequent attendance at training events, so staff keep their skills and knowledge up to date.

Effective partnerships with parents and carers allow detailed information to be shared about the children's individual needs and abilities when starting. As a result, staff care for

them effectively and build on what the child can do. Parents are kept well informed of children's progress, the current topics and special events through a range of media; for example, newsletters, discussions, e-mails and meetings. Parents speak warmly of the staff and feel well informed of their children's progress. Parents' comments include, 'My child is very happy here. I have a good rapport with my children's key worker.' Parents are very confident in the skills of the manager and her team, who they feel are always approachable and helpful.

Staff identify a child's needs for additional support as early as possible; they share information and records promptly with colleagues, parents and with interagency teams. The playgroup has developed highly successful partnerships with other agencies and services involved. They make valuable use of the advice and support from other professionals involved in the well-being and learning for all children. The playgroup has established effective links with its sister group in order to support children's move between them. Children visit the Paddington Pre-school Stage 2 prior to attending. Staff liaise between the two settings to provide consistent arrangements on transition in order to continue to meet children's needs. The playgroup staff have a good understanding of their responsibilities in meeting the learning and development requirements. The team demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
	Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
	Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	113626
Local authority	West Sussex
Inspection number	813450
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	37
Name of provider	Jill Budgen
Date of previous inspection	21/01/2010
Telephone number	07714662051 AM

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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