

Milton Mount Playgroup

Milton Mount Community Centre, Milton Mount Avenue, Pound Hill, Crawley, West Sussex, RH10 3DY

Inspection date	18/03/2013
Previous inspection date	12/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children enjoy a welcoming, well-resourced and supportive environment.
- The playgroup operates a free-flow system between the indoor and outdoor learning environments.
- The outdoor learning environment provides interesting and stimulating activities that engage children and successfully promotes learning and development across all areas.
- Staff organise themselves well and work effectively as a team to provide a good variety of play and learning experiences.

It is not yet outstanding because

- Staff occasionally do not manage some aspects of children's behaviour sufficiently well.
- Children are not always encouraged to help tidy away toys and resources, in order to learn respect for their environment.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in both the indoor and outdoor learning environments.
- The inspector looked at children's learning journeys and planning documentation.
- The inspector took account of the views of parents spoken to on the day and from written letters.
- The inspector spoke with staff, the manager and chairperson throughout the inspection.

Inspector

Daphne Brown

Full Report

Information about the setting

Milton Mount Playgroup is a community group managed by parents whose children attend the setting. It opened in 1992 and operates within Milton Mount Community Centre, which is situated in the Pound Hill area of Crawley. The playgroup has the use of a large hall, with toilet facilities and a kitchen area. The playgroup is open each weekday from 9.30am to 3.30pm during school terms only and Wednesdays from 9.15am to 3.30pm. The playgroup offers additional afternoon sessions as numbers increase during the academic year. All children have access to an outdoor area. Children come from local and surrounding areas and attend a variety of sessions. The playgroup supports children with special education needs and/or disabilities and also supports children who speak English as an additional language. Milton Mount Playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 69 children in this age group on roll. Of these, 53 children receive funding for early education. The playgroup employs six members of staff on a full time basis and all hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- help children to recognise when their actions hurt others and put in place agreed procedures to respond to changes in children's behaviour

- encourage children to show respect for the environment and resources by including opportunities to help put away toys.

Inspection judgements

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

Children benefit from a broad range of activities that staff plan to stimulate children's interest and involvement. Staff learn about children's starting points through talking to parents and completing an 'All about me' form about their development. An effective key person system means each child's next steps in learning are identified through regular observations. Staff discuss these next steps with parents on a six week rolling programme, so parents are continually involved in their child's learning and development. Records show that staff measure their key children's progress in all aspects and areas of learning. Children who are learning English as an additional language and children with speech and language concerns are well supported. The manager understands her responsibility to

work in partnership with other professionals to access advice and staff create an environment where items in the room are labelled in different languages. This helps children feel settled and valued.

Parents comment positively about how they receive regular information about their child's development. A communication book provides another opportunity for parents to communicate with their child's key person. This is updated daily giving details of what their child has done during the session.

Resources are extensive and are organised so children can choose; allowing them to be active and independent learners and to move freely between the indoor and outdoor learning environments. Staff make very good use of the outdoor area and even on rainy days children choose to spend a lot of time playing outside. Consequently children's physical development is well supported. Other areas of outside learning and development are carefully planned for, with children enjoying painting, drawing on a chalk board, musical instruments and growing plants. Plentiful resources mean that several children at a time are able to enjoy digging in the sand pit, using water to change the texture and consistency of the sand. Other children create their own game using hand held metal detectors, pretending to look for treasure and digging in the flower beds when their detectors start to beep. This shows children are beginning to show an interest in technology and are gaining the skills to operate them independently.

Indoors staff organise the room to create different learning zones. Some children choose to experiment with shaving foam, learning about patterns as they draw shapes with their fingers and push toy cars through the foam. Opportunities to relax and enjoy looking at books and listen to stories help children develop early literacy skills. However staff do not consistently encourage children to tidy resources away, hence books and toys are left on the floor. This means children are not always learning how to care and respect resources and their environment.

Colourful posters and pictures help children understand about different cultures and disabilities. Staff plan for and value every child which helps them to develop a positive sense of themselves and others.

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

Children arrive happy and settle quickly as staff are welcoming and enthusiastically engage in children's learning. Parents and children know who their key person is and this helps children feel safe and secure in the setting. Children are familiar with the routine, as they find their name cards and place it on a board. They also have their own peg, to hang their coat, and a drawer to place their book bags in. This helps children develop their independence in preparation for starting school.

Children have a wide variety of activities and ample freedom to choose and move between activities. They make independent choices, for example playing outside and choosing when to have their snack time. Children fully appreciate the opportunity for active learning

outdoors. This helps support their physical development as well as contributing towards supporting a healthy lifestyle.

Children enjoy healthy and nutritious snacks of fruit and vegetables. Children choose when they would like to have their snack and staff encourage them to prepare it themselves. They pour their own drinks and confidently cut up carrots, apples and cucumber using small knives, and peel Satsumas for themselves. When they finish children clear away their plates and cups. This effectively promotes the children independence and confidence. The setting also has a clear policy on how parents can help develop children's understanding of a healthy diet. They make clear suggestions on what to include in healthy lunch boxes. This includes not providing food which children are allergic to, thus supporting all children's healthy development. Staff encourage children to learn about good hygiene practice by ensuring they wash their hands before eating and after using the toilet. A poster created by staff and children show pictures of people washing their hands and helps remind children of the procedure as they enter the toilets.

Staff work very well as a team and all staff are good role models. Staff are well deployed so that children are supported in their learning both indoors and outdoors. When new children start, the key person spends time settling them into the new environment, guiding them through the routine and allowing them to choose from the activities available. This helps children form strong attachments with staff; allowing children to settle and feel confident to explore their surroundings.

Children generally behave well and staff calmly diffuse minor arguments. They praise children and remind them not to run inside, which helps them to understand how to keep themselves safe. However, staff do not all have the necessary strategies in place to consistently manage more challenging behaviour and help children to recognise the effect of their behaviour on others.

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

The setting has a good leadership and management team in place. The manager works closely with the committee and each are aware of their roles and responsibilities. The committee plays an active part in supporting the running and organisation of the setting. They are proactive in organising many fundraising events, which means that the setting is well-resourced. They also invite parents to a coffee and cake sale each month, which allows parents to see what the children are doing during their session and to chat with their child's key person.

The staff have worked hard to address the recommendations from their last inspection, and to evaluate the quality of their provision. They now have in place an effective system to observe, assess and plan for every child's next steps in learning and to ensure that all children are making good progress. This was supported by parents spoken to at the time of inspection who complimented staff on the improvements and what the setting achieves for their children. All staff hold a relevant child care qualification and through annual

appraisals and regular staff meetings, further training is identified to further improve the quality of the provision.

There are effective systems in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager, deputy manager and chairperson are responsible for recruiting new staff and completing all staff clearance checks. New staff settle quickly as they receive support and training in the setting's policies and procedures and in the changes in the revised Early Years Foundation Stage Framework. The manager understands her responsibility to help safeguard children and works in partnership with other agencies to promote this.

Partnership with parents is valued and staff have in place different strategies to encourage parents to engage in their child's learning and development. An informative and up-to-date website helps parents gain access to information about events and the setting's policies and procedures. The key person completes a communication book for each child and talks with parents daily. This helps support consistency of care and provides information for parents on how they can support their child's learning at home.

The setting has established a close working relationship with adjacent schools. Children are invited to visit and watch Christmas plays as well as use their playing facilities. During the summer term teachers from the schools visit the children, which helps contribute towards a smooth transition into school life.

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 action. 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	113602
Local authority	West Sussex
Inspection number	813447
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	69
Name of provider	Milton Mount Playgroup
Date of previous inspection	12/09/2011
Telephone number	01293 884312

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

