

Pevensey and Westham Playgroup

c/o Pevensey Memorial Hall, Church Lane, Pevensey, East Sussex, BN24 5LA

Inspection date	24/04/2013
Previous inspection date	01/03/2012

The quality and standards of the early years provision	This inspection: 4	
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Procedures to check the suitability of adults working in the setting are not robustly applied in all cases. Adults whose suitability has not been effectively established are permitted to work unsupervised with the children. Therefore children's welfare is not safeguarded.
- The self evaluation fails to identify gaps in practice or knowledge. Management are not fully aware of the safeguarding and welfare requirements and not all learning and development requirements are being met.
- There are inconsistencies with the support given to children who speak English as an additional Language, support for younger children attending 'Rising fives' sessions and lack of challenge for more able children.
- No staff involved in the preparing and handling of food have completed food hygiene training, as required.
- Partnerships with other providers, where a child attends another setting have not been established.

It has the following strengths

- Children with special educational needs and /or disabilities are supported well. Gaps in their development are closing and they receive specialist support where needed.

- Partnerships with parents are strong and effective in promoting children's learning at home.
- Observation, assessment and planning supports most children well to make progress in all areas of learning.

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 manager and staff were interviewed and observed.
- Documentation was sampled and discussed.
- Children were observed and spoken to.
- Parents' views of the setting were obtained and taken into account.
- The manager and inspector carried out a joint observation of staff at work.

Inspector

Stacey Sangster

Full Report

Information about 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 may attend at any one time. The playgroup receives funding for the provision of free early education for children aged three and four years. There are currently 52 children on roll, all are in the early years age group and are aged between two and five-years-old. The playgroup has a staff team of five paid members of staff. Students and a volunteer also work in the setting. Four of the five staff have appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that effective systems are in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable.
- do not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.
- record information about staff qualifications and the identity checks and vetting processes that have been completed.
- carry out the required progress check at age two; in time to inform the Healthy Child Programme health and development review whenever possible.
- make sure that all staff involved in preparing and handling food must receive training in food hygiene.
- establish a regular two-way flow of information between providers, if a child is attending more than one setting.
- give greater consideration to the needs of younger children that attend 'Rising fives' sessions and also ensure that more able children are suitably challenged by planned activities

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

- provide greater opportunities for children whose home language is not English to develop and use their home language in play and learning, to help them to feel valued and included and more confident as they learn English.

Inspection judgements

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

The quality of the educational programmes is satisfactory. Practitioners observe children and assess how well they are making progress. They plan activities that help children to build on what they know. Some planned activities also help to narrow gaps in children's learning. However, staff do not carry out the two year check, which is a requirement of the Statutory Framework for the Early Years Foundation Stage. The requirement that the

setting provides parents with a short written summary of children's progress in the prime areas of learning is not met. Staff have failed to agree with parents the most useful time to provide the summary, for example to make sure it is in time for health visitors to use information to inform the Healthy Child Programme health and development review. The staff do provide other types of summaries of children's progress at regular intervals and this reduces the impact of not having completed the two year check.

'Rising fives' sessions focus on preparing children for their move to school. Worksheets are adapted to provide various levels of difficulty, For example; some children create a simple two colour pattern in blocks which they copy by colouring in the worksheet and others create three or four colour sequences. One or two of the 'rising fives' children find this activity very easy and as such, for them this activity does not promote any new learning.

Due to a lack of spaces, at other times in the week, younger children are permitted to attend the rising fives session. This is a recent change to arrangements. Activities planned for the younger children in this session are very basic. The younger children show an interest in taking part in the activities planned for the older children. Some support is offered to let them try these. However once completed, they are asked to move away from the activity as staff tell them, 'they have done their writing for the day'. They appear disappointed and take some time wandering around the setting before they engage in another activity.

Appropriate focus is paid to promoting the three most important areas of learning. Children make sound progress in their communication skills. Staff help children to develop their vocabulary by labelling items that children are using with a range of descriptions. Children learn that 'sequence' means 'in a certain order' and notice the patterns that they create when completing sequencing worksheets. They show increasing skill as they climb and negotiate the slide and pirate ship. Most older children develop skills using small tools such as scissors and can cut and name shapes like triangles and squares with ease. The children behave well. They are kind and caring towards each other. They know and understand the reasons for the simple rules in the setting. They explain that you have to share, take turns and move in ways that are careful around others.

Most staff are well qualified and some attend additional courses to keep updated with changes to good practice. The quality of teaching helps children to make progress and takes account of children's different learning styles generally well

Children with special educational needs and /or disabilities are supported well. Time lines with pictures help some to feel more secure as they can then understand what will be happening next. Additional help from specialists is sought and extra help is provided to manage their move to school. Some children who speak English as an additional language are supported to hear their home language in the setting. This helps to support the development of their English. However this is not the case for all children who speak another language at home.

Parents' involvement in their children's learning is supported well. For example before the rising fives session starts, the manager tells parents what the focus of the session is going to be. Parents see the worksheets and explanations are given as to how staff will be

supporting children's knowledge of sequencing. This helps parents to know how to support their children's learning at home. Parents state that they are kept well informed of where their children are in their learning. They clearly know what their child's strengths are and which areas are being focused on by staff to help them move forward developmentally.

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

Arrangements to safeguard children are compromised because the provider has failed to adequately check the suitability of staff working unsupervised with children. Children's welfare is put at risk.

Children's well-being is promoted by the key person arrangements that are in place. Children know who their key worker is and often work in groups lead by them. Parents are clear about who is monitoring their child's care and learning. The arrangements help to make sharing information easier as there is one point of contact. The arrangements enhance the care and education arrangements for each child.

Children receive effective help to learn how to behave safely and show care and consideration for each other. They are encouraged to try to do things for themselves and are shown how to do something if they need help. Children's independence grows as a result. Relationships within the setting are good. Children help staff and each other to put toys away and share resources. Children have special friendships and show each other great affection, for example, giving a kiss and hug goodbye.

Children have some carefully supervised opportunities to take risks in their day. They use knives to prepare snacks, such as cutting fruit or spreading butter, learning to use tools safely. They climb, run at speed and manoeuvre safely around the equipment and each other. Children show that they feel safe in the setting, by leaving their carers happily and approaching staff throughout the sessions without hesitation. The children are very active and learn how this supports their health. Through discussions with staff they increase their understanding of which foods are good for them and which need to be eaten in moderation. The well established hygiene routines and supervision in the toilets helps children to develop a good knowledge of when to wash their hands and how this supports their well-being.

Resources in the setting are used effectively to help children make progress across all areas of learning. Some children make good progress in their learning and some children who have been identified as having special educational needs and or disabilities have made significant developmental progress from their starting points. As children get ready to move onto school they demonstrate the skills that they need to support their future learning.

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

The management and leadership of the setting are inadequate. This is because not all safeguarding measures are robust and as a result not all safeguarding requirements are met. Vetting procedures used to check the suitability of adults working in the setting have not been rigorously applied in all cases. Not all adults in the setting have been through an interview process or had their identity checked sufficiently. Identity checks completed are not recorded and the provider has not requested checks from the Disclosure Barring Service for all adults working in the setting or followed this department's guidance in relation to using checks completed by other organisations. The breach of safeguarding requirements was not identified by the provider and self-evaluation has also failed to identify that learning and development requirements are not all met. The provider is unfamiliar with the requirement to complete progress checks for two-year-olds. Staff training requirements are not met. Staff involved in preparing and handling food must receive training in food hygiene but no staff have completed this training. Although one member of staff has completed up-to-date first aid training, as required, full consideration is not given to arrangements to meet this requirement in the absence of this staff member.

Plans for development do not focus on the most significant weaknesses in the setting because the arrangements in place are not effective in identifying what these are. The monitoring of the educational programmes is sufficient to ensure that most children receive opportunities to reach their full potential. The manager oversees the recording of observations, assessment and planning and supports staff to produce some records to help monitor the effectiveness of the educational programmes. However the weaknesses in support of different groups of children, including those learning English as an additional language, younger children and more able children are not identified. Staff performance is monitored and issues of underperformance are tackled satisfactorily.

The setting have been successful in engaging specialist professionals to support their work where needed and to engage parents in their children's learning. Approximately 10 children go to other settings. No partnership working exists between this setting and the other settings they attend. The manager has written to the settings to initiate partnership working but no further steps have been taken to share relevant information and promote consistency between settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that any person caring for, or in regular

contact with, children is suitable to work with children which must include obtaining an enhanced Criminal Records Bureau check, is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit for the work (compulsory part of the Childcare Register).

- implement effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Criminal Records Bureau check, is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit for the work (voluntary part of the Childcare Register).

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	109480
Local authority	East Sussex
Inspection number	910855
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	52
Name of provider	Pevensey and Westham Playgroup Committee
Date of previous inspection	01/03/2012
Telephone number	01323 764446

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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, 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.

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