

Holy Trinity Playgroup

Holy Trinity Hall, Rushams Road, Horsham, RH12 2NT

Inspection date

Previous inspection date

01/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Highly trained staff have an excellent knowledge of how children learn and use this to help children make exceptional progress in their learning.
- Children's individual learning styles, interests and next steps are at the centre of all planning which ensures every activity is tailored to provide the experiences children need to move forward in their learning. As a result, all children are making rapid progress in all areas.
- Highly successful partnerships with parents engage them to support every aspect of their child's learning and development.
- All staff routinely reflect on ways to improve the provision, and all improvements are evaluated. This ensures the setting is constantly updating and refining its already top-rate practice.

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.

Inspection activities

- The provider showed the inspector round the premises and introduced all staff.
- The inspector observed planned and unplanned interactions between staff and children inside and outside.
- The inspector and the provider did a joint observation and discussed it.
- The inspector scrutinised a range of documents and records.

Inspector

Chantal Clarke

Full report

Information about the setting

Holy Trinity Playgroup registered in 2013 and operates from a church hall situated in Horsham, West Sussex. It is registered on the Early Years Register. Children have access to a secure outside play area. The playgroup is open from 9am to 1pm Monday, Wednesday and Thursday and 9am to 3pm Tuesday and Friday. An optional lunch club operates from 12.30pm to 1pm. The playgroup offers flexible hours around the dropping off and collection of children. The playgroup provides funded early education for children aged two, three and four years. The playgroup supports children who have special educational needs and/or disabilities and supports children who speak English as an additional language. The playgroup employs seven members of staff. The registered person holds Early Years Professional Status and a relevant degree. Another staff member holds qualified teacher status and three members of staff hold relevant childcare qualifications at level 3 and 4. The playgroup receives support from the local authority.

What the setting needs to do to improve further

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

- improve staff's accessibility to future plans so that all have a shared understanding in the drive to enhance children's experiences further

Inspection judgements

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

Staff plan a very broad educational programme which supports children's learning exceptionally well in all areas of the curriculum. They provide a rich variety of indoor and outdoor activities, group games and independent play opportunities to ensure that each child's preferences and learning styles are catered for. Each key person then tailors these plans to meet the individual learning needs of their key children. For example, a cooking activity is skilfully used to provide counting practice for one child and descriptive language for another. As a result every child receives a range of experiences targeted at moving them forward in their learning. Staff are also highly skilled at developing children's spontaneous conversations and interests into relevant learning experiences, which creates a limitless learning environment. Children are consistently enthusiastic about all the activities they choose and they are all making strong progress. Staff make regular, detailed and highly targeted assessments of children's learning and development. They use these to fully understand each child's needs and to ensure they are making good progress.

Staff consistently use a wide range of highly effective teaching techniques, based on secure knowledge of how children learn. For example, children are routinely encouraged

to recall their previous learning to consolidate it before moving on to new experiences. Staff habitually use a broad and interesting vocabulary to stimulate language development. Children's self-esteem is carefully nurtured by valuing their every contribution and their individuality.

Staff keep parents very well informed of their child's experiences and learning. Weekly newsletters let parents know which activities have been planned for the coming week and assessments of progress are shared in individual meetings and by email. These include activity ideas parents can use at home to support their child's learning. Staff have created an engaging display to help parents understand the characteristics of effective learning and the setting lends out parenting books to support families. These measures maximise parents' involvement in their child's early education.

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

Staff create a safe and inviting environment which encourages children to explore and to become increasingly independent. For example, the dolls' clothes in the home corner are attractive and not too fiddly so that children can enjoy using them without help. At the snack table, drinks are served in small jugs so that children can pour for themselves. Staff evaluate every activity and record ways in which it could be more inviting or more challenging for next time. The children are exceptionally well behaved and they have very well developed skills in cooperating and turn taking. This shows that staff use their sensitive behaviour management strategies consistently and effectively.

Children are taught how to keep themselves safe and healthy through many of their experiences at playgroup. Staff embed robust hygiene practices around food and toileting. They demonstrate how to manage risk while using sharp knives and discuss healthy eating habits frequently. The children consolidate this learning by 'teaching' Bertie and Bessie Bear how to be safe and healthy. Staff have detailed understanding of safeguarding issues and they use well established systems to report and monitor any concerns. They interpret their responsibility to keep children safe very broadly. This includes lending first aid books to parents and relentlessly pursuing meetings with other professionals in their remit.

Children's confidence is carefully built up by staff, who use their knowledge of child development to form secure attachments with their key children. Staff show great skill in judging when to offer help and when to give children the time to persevere independently. This maximises children's confidence in their growing abilities. Children are exceptionally well supported as they settle in to the setting and as they prepare to go to school. Staff have developed comprehensive systems to give children the skills, knowledge and experiences to make these moves successfully. These systems are adapted when necessary to meet the needs of individual children and their families.

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

The manager uses robust recruitment procedures to ensure the suitability of all staff. She invests in developing their already strong skills by providing astutely focused coaching, group training sessions and a programme of external training courses. Staff meetings are used very effectively to share the learning from courses and to translate it into improved practice. For example, the manager has recently learned about identifying the earliest signs of neglect, and she has planned a training session to share this with her staff so that all children can be monitored at all times. The manager has successfully embedded a reflective culture which motivates and empowers all staff to continuously search for ways to improve the experiences they give to the children.

Each child's progress is closely monitored by their key person and by the manager. This ensures that individual learning needs are always identified promptly. When the staff team needs help to meet additional needs, the manager works collaboratively with a variety of childcare professionals to provide the advice and guidance required. This ensures that every child gets exactly what they need to make sustained progress. The staff team has also learned about supporting children with language delays, autistic spectrum disorders and complex medical needs through these successful collaborations.

The manager is passionate about improving the service her setting provides. She has successfully refurbished the outdoor learning environment to improve safety and to increase the learning opportunities available outdoors. She involves staff, parents and children in evaluating the impact of improvements to make sure they result in enhanced experiences for the children. Although sometimes these are not easily accessible. She has recently established systems for staff to contribute to planning live online to make best use of their time, and she is currently training to develop the playgroup into a forest school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY470814
Local authority	West Sussex
Inspection number	940531
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	38
Name of provider	Lynn Elizabeth Roberts
Date of previous inspection	not applicable
Telephone number	07544648038

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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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