

# Pevensey and Westham Playgroup

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

<b>Inspection date</b>	27/06/2014
Previous inspection date	24/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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		1
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

- Staff are extremely friendly, and implement effective and sensitive procedures to help settle children into the setting. As a result, children demonstrate they feel safe, develop secure emotional bonds with the staff and make good progress in their learning.
- Staff use highly effective behaviour management strategies and teach children how to keep safe in different situations. Therefore, they help children to behave in extremely positive and safe ways.
- Staff are skilful and use exceptionally good strategies to prepare children emotionally for the move from the setting into their new schools.
- Staff give very clear messages that successfully help children to develop a very good understanding of adopting healthy lifestyles.

### It is not yet outstanding because

- Staff do not consistently provide opportunities for more able children to practise writing for different reasons. This means that some children are not able to fully develop their early writing skills in some activities.

## **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 children in all indoor and outdoor areas of the setting.  
The inspector sampled a range of documentation, including medication and accident records, children's attendance records, staff files and supervision documentation and the settings safeguarding policy and procedures.
- The inspector held ongoing discussions with the children, the staff and the manager throughout the inspection, including discussions about safeguarding issues.
- The inspector gathered parents' views about the playgroup.
- The inspector discussed leadership and management and carried out a joint observation with the manager.

## **Inspector**

Jacqueline Walter

## Full report

### Information about the setting

Pevensey and Westham Playgroup registered in 1969. It is a committee run provision. It operates from the main hall, and a smaller room, in Pevensey Memorial Hall, in Pevensey, East Sussex. The playgroup opens five days a week for 38 weeks of the year. Opening times are from 9am to 1pm Monday to Wednesday, and from 9am to 3.30pm on a Thursday and Friday. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 25 children attending in the early years age range. The provider is in receipt of funding for the provision of free early education for children aged three and four years. The staff care for children with special educational needs and/or disabilities, and children who are learning to speak English as a second language.

The provider employs seven members of staff. All staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification. Students and a volunteer also work in the setting.

### What the setting needs to do to improve further

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

- strengthen the opportunities available for the more able children to practise writing for a reason.

### Inspection judgements

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

Children are making good progress towards the early learning goals. Staff help them prepare well for school and their future learning. For example, they encourage children to develop good physical skills during a wide variety of activities. Children learn to coordinate their movements as they thoroughly enjoy climbing a tree and negotiating the different levels on a play pirate ship. Most children explore independently and are very confident. For example, they initiate conversations with visitors to the setting. They enjoy first-hand experiences that successfully promote their understanding of the world and their literacy skills. For instance, they visit a local tourist attraction and engage in treasure hunts where they use lists to find different natural items. In addition to this, they learn effectively about different countries as they observe, discuss and track routes through photographs they receive. These activities help them to develop understanding of the natural and wider world. Children are able to explore and play with a wide range of materials. For example, staff provide good opportunities for them to develop their understanding of shape and measure, through pouring and filling containers with sand and water. Children also enjoy

making collages of creatures that live under the sea out of a variety of materials, such as stars and shiny paper. Activities such as these help children to develop their imaginations, and represent their own thoughts and ideas creatively

Overall, the quality of teaching is good. Staff have a secure understanding of how to promote learning, and they extend children's critical thinking skills so they become confident and independent learners. For example, staff encourage the older children to reflect on their learning by asking them to recall what they observed as a tree was felled near to their playgroup. As a result, children confidently discuss what they know and eagerly talk about what they see. Staff provide some opportunities for children to practise writing for a purpose. For example, in some group activities, older children practise writing their names and use templates to help them. However, there are fewer opportunities to write for a purpose in other sessions. This reduces opportunities for some, more able, children to fully develop their early writing skills at such times. Staff promote children's communication and language skills well. For example, they introduce new words to extend the younger children's sentences. With more able children they use meaningful questions during activities. For example, when children are playing with construction equipment, they ask what parts they will need to build their vehicles and then encourage children to count how many wheels they use. This effective teaching helps children to think, focus and develop their listening and mathematical skills.

Staff use information from their observations well to make sure that children achieve as much as they can. They effectively identify children's starting points through holding discussions with parents on their children's early development. In addition to this, parents complete an information booklet about their child. Staff complete regular observations and track children's progress in each area of learning. This successfully helps staff to monitor children's progress and identify any gaps in their learning. Observations clearly show what children know and can do, and identify the children's next steps in learning. Staff then successfully use this information to effectively plan activities that meet the children's individual learning needs. Staff also, complete the required progress check for two-year-old children and share this with parents. This means that staff monitor and extend the children's progress effectively.

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

There is an established and highly effective key-person system in place. This provides extremely good continuity and consistency of care for the children. Staff implement effective and sensitive strategies to help settle new children in. For example, they encourage parents to participate in settling-in visits and gather information about the children's interests at home. This enables staff to have a thorough understanding of children's individual needs and be able to continually meet them. For example, when a child demonstrates he is feeling insecure the key person knows that he has developed a particular friendship with another child and uses this effectively to help him settle in. Staff are very friendly and interact well with children. They demonstrate warm and positive interaction, showing genuine interest in what the children say and do. As a result, children are very happy, and display confidence in talking to, and playing with, all staff.

Staff use highly effective strategies to promote children's good behaviour. They are extremely good role models, and the children benefit from their praise and encouragement. They use good strategies, such as stickers and lots of verbal praise to encourage children's positive behaviour. In addition to this, they reward positive behaviour by giving children further responsibilities. For example, they encourage children to help give out the snack after becoming aware that they have helped a younger child store equipment away correctly. These strategies effectively promote the children's self-confidence and build their skills in cooperating with others.

Staff provide a learning environment that is effective in helping all children progress towards the early learning goals. They provide a very child-friendly environment, organising space and resources safely in all areas to meet children's needs. They also clearly promote children's play opportunities, independence and decision-making skills. Staff deployment is good. Children are within sight and hearing of staff at all times.

Children are developing an extremely good understanding of how to keep safe. They discuss and learn about keeping themselves safe, for example, as a result of visits from the police and traffic safety officers. They also discuss the photographs that staff display, which show how people and resources help them to stay safe. Staff provide meals that are healthy and nutritious. For example, children enjoy snacks of fresh fruit, vegetables and savoury biscuits. Children make choices about what they want to eat from the healthy selection available. They also enjoy trying new foods such as radishes. In addition to this, at lunchtime, staff encourage the children to eat the savoury food from their lunchboxes first. This helps the children to develop a good understanding of eating healthily. Staff gather information on children's special dietary requirements from parents and meet these effectively. Children have appropriate opportunities to develop their understanding of hygiene. For example, they engage in regular routines, such as wiping their hands before meals with individual wipes.

Staff are highly effective in helping children prepare for the move into their new schools so they feel happy and secure. Staff have developed strong links with both local schools and schools that are further away. For example, they welcome in teaching staff from local schools to meet the children, and discuss their development and any individual needs. They also share photographs of staff from the schools that are further away. Children are also able to meet their new teachers in the new environment through visits to the local school. These strategies help the children feel fully confident when they ultimately transfer to school.

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

The management team has a good understanding of its responsibilities in meeting the learning and development requirements, and the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are effective, with staff having good knowledge of the procedures to follow when concerns are raised

about children or adults. They demonstrate that they are fully aware of their responsibilities. Management regularly conducts and reviews risk assessments, and ensures appropriate action is taken to minimise any identified risks. For example, the external main door is kept locked at all times and safety gates are fitted to ensure children do not access some areas without supervision. In addition to this, all visitors are asked to record their attendance times. The leadership team uses very robust recruitment and vetting procedures to appoint staff, and to ensure that staff are aware of their roles and responsibilities. For example, all staff have to complete safeguarding and first aid training when they start at the setting. In addition to this, they take part in an induction process. During this time, the manager supports them and they undergo training in all policies and procedures. This means they have a clear, secure understanding of promoting children's learning and care needs.

The leadership and management team has effective systems to evaluate the provision and staff practice. These systems help to inform the self-evaluation process and priorities for improvement. The team completes an annual self-evaluation form, and uses this to create action plans and set targets for improving the outcomes for children. For example, they have obtained new equipment, such as tree logs, rubber tyres, a large role-play boat and a car. This has successfully enhanced the children's role-play opportunities as well as their physical development. In addition to this, staff are able to further help children learning English as an additional language through books, compact discs and visual displays. The staff also value parents' views and take account of these to help drive improvement in partnership working, and the care of the children. For example, parents have expressed a wish for more outings to be undertaken, so the staff are currently looking into where they can take the children to further promote their learning and enjoyment. Management and staff have taken full account of all the previous actions raised by Ofsted and have successfully addressed them to improve outcomes for children. For example, the manager has ensured that all recruitment and vetting checks are undertaken, and that associated documents are available for inspection. She has also ensured that documentation is now in place to evidence that all staff involved in the preparation and handling of food have received training in food hygiene. Therefore, the action taken has resulted in improved outcomes for children.

Annual appraisals take place for staff to enable them to effectively identify any training needs and secure opportunities for professional development. This effectively helps to drive improvement within the playgroup and, therefore, benefits the children. The management implements regular, good supervision opportunities for staff to discuss any issues concerning children's development, or their well-being. Staff can also approach management at any time and have regular staff meetings where they can discuss any issues around the children they care for. This helps to ensure that staff promote the children's individual needs effectively.

Staff provide a good range of information for parents, including the playgroup's policies and procedures. In addition, they can view photograph books that show their children engaged in various activities. This information sharing helps to keep parents fully informed about how the playgroup operates and the experiences provided for their children. Parents say that they are extremely happy with the care and learning provided for their children. Many of them feel that staff are very friendly and approachable, and have helped their

children progress well, particularly in confidence, and their communication and language abilities. Children benefit from the staff developing very good links with other professionals involved in their care and learning. For example, staff welcome the help of speech therapists and effectively, and successfully, implement their advice. This, in particular, successfully helps the children with special educational needs and/or disabilities to make as much progress as they can.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	109480
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	963066
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Pevensey and Westham Playgroup Committee
<b>Date of previous inspection</b>	24/04/2013
<b>Telephone number</b>	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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