

# Staplecross Pre-School Playgroup

St. Mark's Church Hall, Northiam Road, Staplecross, ROBERTSBRIDGE, East Sussex, TN32 5QG

## Inspection date

01/12/2014

Previous inspection date

09/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff promote all children's learning effectively as each child has an individual learning plan.
- Staff develop close relationships with children, which helps children settle quickly and happily.
- Staff promote children's health and physical development well with daily outdoor play experiences.
- The strong communication with parents and others, such as professionals or other early years settings, supports children's learning well.

### It is not yet outstanding because

- Children have daily outdoor play but, at times, this tends to concentrate on physical development rather than all areas of learning.
- There is a wide range of resources and print available but this does not fully reflect diversity, to help children's growing knowledge of the wider world.
- The provider is very aware of how well individual children are progressing but she has not devised a successful system to enable her to monitor specific groups of children, over time, to ensure their learning progress is similar.

## **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 completed a joint observation and had discussions with the provider/manager.
- The inspector looked at some children's records, including their learning assessments, and spoke to key persons.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development, and self-evaluation processes.
- The inspector observed activities in the playroom and the outside play areas.

## **Inspector**

Sue Taylor

## Full report

### Information about the setting

Staplecross Pre-School Playgroup registered in 2008. It is a privately owned playgroup, which operates from the church hall situated on the main road through the village of Staplecross, East Sussex. Children have access to an enclosed outdoor play area and regularly use the public play park adjacent to the premises. The playgroup is open Monday, Wednesday and Friday from 9am to 3pm, and Tuesday 9am to 12.30pm, term time only. The playgroup is currently shut on a Thursday. The playgroup is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, aged from two years, all of whom are in the early years age range.

There are four members of staff, all of whom hold appropriate early years qualifications, with three qualified to level 3. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

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

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

- maximise opportunities for children to experience all areas of learning in their outdoor play
- develop resources to reflect diversity more fully, to help children gain a positive awareness of people's differences
- strengthen further the successful monitoring of individual children's learning by looking to compare groups of children, to ensure their learning progress is similar.

## Inspection judgements

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

The staff get to know the children well and support their learning and development effectively. They gather useful information from parents before children start so they know their likes and dislikes. This means staff ensure resources are available to engage and interest children. When necessary, staff obtain details about children's learning from other early years settings that children attend. This helps the key person assess children's progress well and identify any achievement gaps that they need to address. Each child has an individual learning plan, with a development step noted for each area of learning. The key person regularly reviews the plans and updates them appropriately. This available

detail helps all staff observe, promote, and encourage all children's progress as they play. The staff produce informative progress checks for two-year-olds that they share with parents. These reports inform parents about children's personal, social, emotional, and physical development as well as their communication and language development. Parents have regular discussions with staff and access their child's learning file whenever they want, choosing if they wish, to take them home to read. As a result, they are well informed about their child's achievements. They are able to encourage children's learning at home and they give feedback to the staff on successes at home. The key person maintains an ongoing log of discussions with parents, so they can record comments if parents do not write in the records themselves. This demonstrates strong partnerships with parents, which engages them in supporting their children's learning at home.

The staff promote children's developing communication and language well. They use clear speech and ask questions that encourage children to speak in sentences. Staff support individual children's developing speech as they emphasise certain letter sounds. They use children's interests and home life experiences to develop conversations. Children involve themselves for long periods in imaginative play, showing good levels of concentration. They make good use of the available resources, that include some natural items such as shells. Children particularly enjoy outdoor play. They use the nearby play park that offers some physical challenges as they use the play equipment. Children use the swings and roundabout competently. Some children take some resources out with them, such as miniature cars to roll down the slide. At the inspection, children played in the playgroup's garden area with ride-on toys and used wheelbarrows to collect leaves. The staff take children to the local woods and village to explore the environment. However, staff do not routinely cover all areas of learning in outdoor activities. Indoors, children show a strong interest in books and listen well to staff reading stories. Children are gaining the skills they need for their future learning. Staff provide informative, written, summaries of children's achievements and learning needs for the school.

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

The playgroup provides a welcoming environment. Good quality resources and activities are out daily for children to choose from as soon as they arrive. This helps them settle quickly and engage with the staff. Each child has a named member of staff as a key person. They build a close relationship with the child and with parents, to help information sharing. The key person is very aware of their children's learning plans and any welfare needs. They encourage their development with planned activities or play. The staff have positive and caring relationships with all children. This motivates children to join in with activities and communicate with the staff and each other. The secure sense of emotional well-being helps children make a smooth move to school.

Children benefit from having the independence to make choices about their play and learning. They access their drink bottles when they want to, so they meet their own thirst needs. Staff encourage children to put their coats and boots on by themselves for outdoor play. Children go to the toilet when they need, with staff encouraging them to manage their own personal care needs. Staff manage and support children's behaviour well. They

are sensitive to the needs of individual children. Children learn to share and take turns. Staff provide useful guidance to parents about the provision of healthy snacks and lunches. Staff help children learn about the benefits of a healthy lifestyle, as they play outside in the fresh air in most weathers. The use of the play-park equipment provides children with some physical risks, safely supervised by the staff. For example, children climb steps to the large slide or run over the ramps. The staff teach road safety to children on their walks round the village. Indoors, children use tools safely, such as when they used the hammer and nails activity, creating their own pictures. Children concentrate well at most activities and spend time developing their play with others. Some resources reflect other cultures and backgrounds. However, the environment is not particularly reflective of the wider community, to help children learn about, and value, people's differences.

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

The provider meets the safeguarding and welfare requirements well. She uses a daily risk assessment checklist to ensure the premises remain secure and safe for children to use. Staff are secure in their knowledge of safeguarding. They are confidently aware of the action to take if they have any child protection concerns. There are clear guidelines available for the staff to follow when necessary. The written policies and procedures are clear and always available to parents to read so they are aware of the playgroup's practices. Regular newsletters inform parents about events and information, such as staff changes. The provider follows a thorough recruitment process to help ensure the suitability of new staff. She obtains the appropriate checks and ensures new staff have an induction to the playgroup practices. The provider regularly monitors staff interactions with children, to ensure they encourage children's learning. Staff have regular, individual, supervision sessions. This gives them opportunities to discuss their key children or any issues they may have. The provider enables staff to have access to training to help improve their knowledge. She ensures that they complete required training, such as safeguarding and first aid. There is a good level of qualified staff to support children's learning and development.

There has been good progress made since the last inspection. However, the provider recognises the need to strengthen how they help children learn about diversity. The provider and staff are currently updating their evaluation of the playgroup. They are confident about their strengths. These include being able to offer children individual attention, and having time to speak to parents. Parents and carers spoken to were very positive about the staff and support for the children. There is strong communication with the local school, which helps with children's moves. The staff regularly meet and discuss plans for development. Currently, there are plans to rearrange the room to improve the home role-play area. The provider demonstrates a positive capacity to sustain improvement.

The provider is aware of her responsibility to meet the learning and development requirements. She regularly looks through children's learning records to ensure the individual plans are up-to-date. The provider checks they accurately meet children learning

needs. She monitors children's progress records to ensure any learning gaps are being addressed. However, the current process is less effective in showing how groups of children compare, such as boys or girls. The staff engage well with parents and there is effective information sharing about children's learning and care needs. There is good partnership working with other professionals and early years settings where children also attend. This helps ensure children receive the individual support and encouragement they need.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY382801
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	829808
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Joanna Perkins
<b>Date of previous inspection</b>	09/01/2009
<b>Telephone number</b>	07979481383

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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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