

# Southgate West Playgroup

Hilltop Primary School, Ditchling Hill, Southgate West, Crawley, West Sussex, RH11 8QL



## Inspection date

4 February 2015

Previous inspection date

13 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The staff have a strong relationship with all parents, especially those who speak English as an additional language. Staff work hard to involve all parents by sharing information about their children's learning. This helps to support children's progress in learning at the playgroup and at home.
- Staff consistently take the children's lead when planning activities. They pay consideration to their interests, which allows them to plan purposeful activities that provide good levels of challenge and motivates them to learn. Consequently, staff prepare children well for their next stage in learning.
- Children are able to move between the indoor and outdoor area. They enjoy games of chase with their friends, and climbing on large equipment. This promotes children's physical skills and contributes to a healthy lifestyle.
- Children are happy and confident. They have good relationships with each other and include each other in their play.
- Staff are committed to improving their practice. They regularly evaluate and act on areas to develop. For example, staff identified large equipment in the garden was too close to a fence. They have moved the equipment to improve safety for children.

### It is not yet outstanding because:

- Staff do not offer visual signs to help children who are learning English as an additional language to develop their independence and knowledge of written English language.
- Occasionally staff ask children questions and do not give them sufficient time to think about their ideas and respond with an answer.

## What the setting needs to do to improve further

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

- enhance visual aids in all areas for children who are learning English as an additional language to strengthen their independence and literacy development
- give children enough time to respond to staff's questions to develop their own ideas and thinking skills.

### Inspection activities

- The inspector observed activities in the indoor and outdoor environment.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector sampled children's development records and the settings policies.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to parents and viewed written correspondence to gain their feedback on the setting.

### Inspector

Hannah Barter

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good and all children are making good progress in their learning. Staff make good use of the natural environment to develop children's knowledge. For example, staff showed children snowballs that they had made and kept in the freezer. Staff asked children to feel the snowball and talk about whether it had changed. Children commented that, 'It had turned into ice'. Staff extended learning and explained the effect that heat has on ice. Staff are consistent in asking questions to develop children's communication and language. However, occasionally some staff do not give children enough time to respond to their questions. Children enjoy climbing and learn to take turns and wait for their friends to get to the top of the frame. They carefully balance along the beams and slide down. This encourages children to take safe risks.

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

Children have good relationships with staff. They seek them out to include them in their play and feel secure enough to play independently. Staff teach children how to keep themselves safe. They learn to use utensils to prepare their food, which develops children's sense of responsibility and self-help skills. Children are happy and laugh often. For example, in the garden children jumped on musical circles. Staff asked them if they could jump quickly and slowly to make different noises. This amused the children and encouraged them to explore how to change sounds. Staff are committed to supporting children with additional needs and those who are learning to speak English as an additional language. However, staff do not provide enough visual aids to enhance children's independence or knowledge of the English language. Children behave very well and respond appropriately to the staff. Staff offer lots of praise and encouragement to the children during activities, which encourages positive behaviour.

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

Staff have a secure knowledge and understanding of the safeguarding and welfare requirements and therefore keep children safe. The staff attend training in first aid; as a result, all staff are trained to deal with accidents and other emergencies quickly and efficiently. The manager is committed to supporting her staff to complete additional training in order to benefit the outcomes for children. The manager meets with staff on a daily basis to discuss their practice and the provision for children. In addition, she regularly observes staffs practice and samples children's development records to assess the suitability of the learning opportunities. The manager is committed to improving the setting and is constantly reviewing and implementing new ideas to enhance it. Key persons have good relationships with other settings children attend. They share children's next steps, which offer a consistent approach to future learning.

## Setting details

<b>Unique reference number</b>	EY268196
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	847141
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Southgate West Playgroup Committee
<b>Date of previous inspection</b>	13 February 2009
<b>Telephone number</b>	01293511008

Southgate West Playgroup registered in 2003. The group operates from Hilltop Primary School, which is situated in the Southgate area of Crawley, in West Sussex. The playgroup is open five mornings from 9am to 12 noon and from 12.30pm to 3.30pm every weekday during term time. There are nine members of staff; of these, six hold a qualification at level 3 and three hold a qualification at level 2. The setting receives funding for free early education to children aged three and four year.

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