

Penhill Playgroup

5 Penhill Playgroup, Guide Hall, Penhill Road, Lacing, West Sussex, BN15 8HA



Inspection date

23 April 2015

Previous inspection date

3 December 2009

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Management do not deploy staff effectively. They miss opportunities to engage all children in the learning activities. Consequently, they do not always meet children's individual needs.
- The children do not all behaviour well because staff do not consistently manage their behaviour in an effective way.
- Management and staff do not organise the environment, changes in activities and group times well. Therefore, some children become disruptive and interrupt other children's engagement in learning and others lose focus because they are expected to sit still for too long.
- Staff do not always promote children's independence during the daily routine.

It has the following strengths

- Staff have good relationships with parents. They share what children are learning and parents contribute achievements and news from home. Parents feel valued and included and children receive a consistent approach to their care and learning.
- Children have trusting relationships with staff, which helps contribute to a good sense of belonging.
- Children have opportunities to explore and investigate because staff provide a variety of activities and resources.
- Staff monitor and track children's progress well and plan for individual children's next steps in learning. Overall, children make good progress.

What the setting needs to do to improve further

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

- improve the deployment of staff so they help all children engage in the learning experiences and provide effective interaction to consistently promote learning
- ensure staff help children to understand the boundaries set and have a clear understanding of behavioural expectations in the playgroup.

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

- review the organisation of the environment, group activities and daily routines to help children manage and cooperate with change so they remain focussed and engaged in activities
- strengthen children's independence during daily routines.

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

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector viewed the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation; including children's progress reports, and policies and procedures.
- The inspector spoke to children, gathered parents' views and spoke to staff.

Inspector

Kelly Hawkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a range of activities to promote children's learning and development. However, the layout of the room does not always accommodate the balance of physical play and other activities. Some children are disruptive while others try to engage in quieter activities. Staff plan projects that children enjoy, such as the life cycle of frogs, which help them learn about nature and living things. Staff help children develop skills in preparation for school. For example, they learn to write their own names. However, staff do not consistently promote children's independence. They do not always encourage children to tidy up or to complete some tasks by themselves. Staff make observations and use these to plan for children's next steps in learning. They work well with other professionals to provide support for children that require additional help. They plan targeted activities and monitor children's progress each month. Staff do not always deploy themselves well or consider the size of group activities. They do not, therefore, always interact effectively to engage, motivate and challenge children. Therefore, the quality of teaching is not consistent and children miss some opportunities for learning.

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

The spacious environment is safe and visually stimulating. There is a variety of resources within the room and children have access to an outside space that staff organise and resource well. Children enjoy games that develop their coordination as they throw balls into a cone. These activities contribute to a healthy lifestyle. Staff have close relationships with the children and recognise and praise children for their achievements. As a result, children demonstrate confidence and positive self-esteem. Staff do not always organise the change of routines well. For example, children become restless because they wait too long for their lunch. This leads to some tussles between children because staff do not intervene quickly to reinforce the boundaries to help them manage their behaviour.

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

The management have a sound understanding of their responsibilities. They monitor and evaluate their practice. For example, they have recently moved the information and communication technology area to make it more accessible to children. The management have robust recruitment procedures to ensure that staff are suitable to work with children, which helps keep children safe. They have appropriate safeguarding procedures that are clear. Staff demonstrate a good knowledge of them and know how to report any concerns to protect children's welfare. The manager encourages staff's professional development. They access regular training courses to develop and improve their practice. They introduce ideas gained from training to enhance children's learning and development.

Setting details

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| Unique reference number | 113638 |
| Local authority | West Sussex |
| Inspection number | 839883 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 30 |
| Number of children on roll | 44 |
| Name of provider | Penhill Playgroup Committee |
| Date of previous inspection | 3 December 2009 |
| Telephone number | 01903 767513 |

Penhill playgroup was established over 30 years ago, and registered in 1992. It is managed by a committee of parents. It operates from the Guide Hall in Lancing, West Sussex. The pre-school opens from 9am to 12 noon Monday to Friday, and on Wednesday and Thursday afternoons from 12 noon to 3pm, term time only. The pre-school employs six staff, five of the staff hold appropriate early years qualifications.

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