

# Whitehouse Playgroup

Benvenue Avenue, Eastwood, Southend on Sea, Essex, SS9 5SJ



## Inspection date

22 May 2015

## Previous inspection date

25 June 2010

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		Good	2
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 <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- Management have failed to notify Ofsted of changes to the committee within the required timeframe. They have not provided information to enable Ofsted to complete checks to ensure every individual is suitable for their role.
- The supervision of staff does not always focus sharply enough on ways to help further improve the staff team's overall effectiveness.
- Staff sometimes miss opportunities to give increased challenges to more able children, who are ready to move along more quickly in their literacy skills.

### It has the following strengths

- Staff interact well with children to extend and support their learning. For instance, children are encouraged to add two sets of wooden blocks together and work out how many are left when some are taken away.
- Staff give great importance to involving parents in every aspect of their children's learning. As a result, parents make positive comments about the staff and would not hesitate recommending the pre-school to others.
- Staff support children to develop good physical skills and successfully promote a healthy lifestyle. Children have plenty of opportunities to play and learn outdoors in the pre-school's well-equipped garden. They also take part in activity sessions at a nearby woodland area.
- Staff build strong and caring relationships with children. As a result, children are happy and enjoy their time at the pre-school.

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

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

- develop further supervision opportunities for staff to receive effective coaching and mentoring, which is linked to sharply focused professional development plans.

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

- improve the teaching of phonics to challenge the most-able children so they achieve to their highest ability.

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

- inform Ofsted of changes of circumstances, namely new members of the committee (compulsory part of the Childcare Register)
- inform Ofsted of changes of circumstances, namely new members of the committee (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed activities in the pre-school and outside.
- The inspector held discussions with the management team and staff.
- The inspector and the manager took part in a joint observation.
- The inspector took the views of the parents into account.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff, the provider's self-evaluation form and a range of other documentation.

### **Inspector**

Sharron Fogarty-Martin

## Inspection findings

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

Staff undertake good quality planning and provide a wide range of interesting activities, which build on children's skills and interests. As a result, children love to explore and are motivated to learn. They delight in finding recently hatched baby spiders and use large magnifying glasses to closely observe and talk about what they have found. They use their imagination to act out scenarios with toy dinosaurs and enjoy spending time looking through dinosaur books with their friends. Children sit and listen well at group times and eagerly join in with repeated phrase when staff read stories. Children are taught to recognise letters and the sounds they represent. However, children who are ready to link two-letter sounds together to start early reading or writing, are not always provided with enough challenge. Staff work in partnership with outside professionals to meet individual learning needs and precise assessments ensure any gaps in children's learning are identified. This means all children make good progress in relation to their starting points.

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

Children's well-being is not fully assured because the pre-school is being governed by committee members that are not known to Ofsted. Nevertheless, children are confident and happy. Staff encourage children to be independent and do things for themselves. Children help tidy away the toys and know when they need to wash their hands. Staff are mindful of children's safety and help them gain an awareness of their own well-being. Generally, children play well together and are encouraged to share and take turns. The pre-school has developed good relationships with the local schools. A regular flow of two-way information supports a continuation in children's care and learning; this means they are well prepared for school.

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

The management team has a reasonable understanding of its responsibilities. However, they have failed to notify Ofsted of changes to all members of the committee. This means that Ofsted has not assessed the suitability of people who have responsibility of the pre-school. The risk this presents to children is minimised as the nominated person and other committee members hold current Disclosure and Barring Service checks. Safe recruitment procedures are followed, to ensure that staff working with children are suitable to do so and staff know how to identify and report concerns they may have about children in their care. The majority of staff have a wide range of expertise and experience. They have attended training to further their knowledge and in the main, this has a positive impact on teaching. However, ongoing supervision systems do not always target and help improve areas of minor weakness in staff performance, in order to secure an even stronger staff team. The management team successfully monitors children's progress and positively welcome advice and support to help ensure outcomes for children continue to improve. Self-evaluation is embedded in practice and the staff team are committed to moving the pre-school forward.

## Setting details

<b>Unique reference number</b>	119537
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	874743
<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>	21
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Whitehouse Playgroup Committee
<b>Date of previous inspection</b>	25 June 2010
<b>Telephone number</b>	01702 511863

Whitehouse Playgroup opened in 1973 and is governed by a committee of parents. The playgroup opens 5 days a week during school term times. Sessions are from 9am until 12 noon, Monday to Friday and 12.30pm until 3.30pm, Wednesday and Friday. Children aged two-, three- and four-years-old receive funding for free early education. Seven members of staff work with the children and all staff have appropriate childcare qualifications.

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.

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