

William Older Playgroup

Arundel Road, Angmering, Littlehampton, West Sussex, BN16 4LP



Inspection date

5 October 2015

Previous inspection date

18 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- All children make excellent progress because the quality of teaching is outstanding. For example, staff are extremely effective in observing and assessing what children can do and write individual learning plans to help them make the best possible progress.
- Staff support children's emotional needs exceptionally well. For example, staff implement individual settling plans that they agreed in partnership with parents. This helps children who need additional support to settle into the playgroup slowly, over an extended period of time.
- Staff are excellent role models and have extremely high expectations of children. This means that children show high levels of confidence and independence and behave exceptionally well as they play. For example, staff explain their expectations clearly which means that children learn respect for themselves, for others around them and for their environment.
- All staff fully understand their safeguarding responsibilities. They are extremely vigilant and have an excellent awareness of what to do if they are concerned about a child.
- The leadership team is inspirational and uses their extensive knowledge and experience to drive improvements at the playgroup. They constantly review and reflect on the already outstanding provision to make sure that they are delivering the very best experiences for children.
- The leadership team monitors the progress of the whole playgroup as well as individuals. As a result, any gaps in learning close rapidly with expertly planned, targeted activities.

What the setting needs to do to improve further

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

- continue to build on the existing excellent practice for supporting young children's early communication skills.

Inspection activities

- The inspector observed activities in both indoor play rooms and in the garden.
- The inspector carried out a joint observation in the garden with the playgroup manager.
- The inspector spoke to parents about the playgroup and took account of their views.
- The inspector spoke to staff about their safeguarding responsibilities.
- The inspector sampled a range of documentation including playgroup policies and procedures, staff records and children's learning and development records.

Inspector

Rebecca Swindells

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager is an excellent role model. Staff are appropriately deployed and the manager works alongside, mentoring them so that their skills continuously improve. As a result, all staff are very confident practitioners. Safeguarding is effective. For example, the use of very rigorous recruitment procedures ensures that all staff are suitable to work with children. The manager works confidently in partnership with other professionals and uses the opportunity to reflect on her own role. This critical thinking means that new ideas, methods and activities are put into place very effectively to benefit children.

Quality of teaching, learning and assessment is outstanding

Staff are highly qualified and use their extensive experience to teach children to make choices about where, when and how they play. Regular training keeps staff skills up to date. For instance, a recent visit to another nursery gave them inspirational ideas about developing their outside area. Staff enable children to try out innovative and imaginative ideas, such as an art activity where children could shoot paint at a canvas using water pistols. This makes children independent and highly inquisitive learners. Children learn about numbers in the real world because staff help them to count and think about shapes as they play. For example, children count their jumps when playing on a trampoline. Staff observe children regularly and use what they see to plan activities that will motivate them. For example, boys who did not want to use pens to make marks were excited by a game where they could steer toy cars with pens attached on a large-scale street plan. On rare occasions, some staff are less confident in supporting children who are not yet talking, which slightly affects these children's ability to make themselves understood.

Personal development, behaviour and welfare are outstanding

Children benefit from very close relationships with each other and with staff. Staff teach children to challenge themselves, for example, as they run, jump and climb in the extensive outside area. Staff work together with local schools to ensure that all children are extremely well prepared for the next stage of their learning. For example, children benefit from shared playtimes and events with Reception Class children. This means that children start school with great confidence and excitement. Staff teach children about their local community and the wider world. This successfully helps children learn to respect the similarities and differences between themselves and their friends.

Outcomes for children are outstanding

All children, including those with additional needs, make excellent progress based on their starting points. This is as a result of careful assessments of what they can do when they start to attend and meticulous ongoing monitoring of their progress. Timely interventions and activity planning enable the pace of progress to be maintained.

Setting details

Unique reference number	113829
Local authority	West Sussex
Inspection number	825053
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	75
Name of provider	William Older Playgroup Committee
Date of previous inspection	18 November 2011
Telephone number	01903 771025

William Older Playgroup registered in 1992. It is situated in the grounds of St Margaret's School, Angmering, West Sussex. The playgroup is open each weekday from 8.50am to 11.50am and from 12 noon to 3.00pm, term time only. The playgroup receives funding for the provision of free early education for children aged two, three and four years. There are 12 members of staff employed by the playgroup. Of these, 11 hold relevant early years qualifications ranging from level 2 to level 4. One member of staff has Early Years Professional Status.

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