

# Windmills Opportunity Playgroup



Sheddingdean Community Centre, Sheddingdean Neighbourhood Centre, Maple Drive, Burgess Hill, West Sussex, RH15 8UA

<b>Inspection date</b>	10 November 2015
Previous inspection date	2 November 2010

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a good knowledge of how children learn. They provide an interesting environment both indoors and outdoors, which motivates children to learn.
- Staff have a secure knowledge of children's interests. They observe and assess children regularly, which provides clear information about their stage of development. Staff plan next steps and incorporate their interests into weekly planning and structured activities. They engage children and make learning fun.
- Children enjoy their time at the setting. They have good relationships with staff who understand the importance of spending time helping children to settle. This supports children's emotional well-being and enables them to feel safe and secure.
- Staff have strong relationships with parents and external agencies. They work in partnership with them to support children's development, which has a positive impact on children's progress. This successfully prepares children for future learning.
- The manager is committed to continuously improving the provision for children. She considers the views of parents, children, staff and trustees to identify ways to strengthen their learning opportunities.

**It is not yet outstanding because:**

- Staff do not always make sure that the number of children for adult-led group activities is small enough to allow all children to participate, including those who are not as confident as others at communicating.
- Staff do not always make the most of routine times of the day to promote opportunities to further develop children's learning.

## What the setting needs to do to improve further

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

- consider group sizes during adult-led activities so that all children have the opportunity to participate
- strengthen children's learning opportunities during routine times of the day.

### Inspection activities

- The inspector observed activities and staff's interactions with children in the indoor and outdoor environments.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector sampled the setting's policies and procedures, and children's development records.
- The inspector spoke to parents to gain their views on the staff and children's progress.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff have a good understanding of the Early Years curriculum. The manager monitors staff practice through observation and discussion to identify training that would benefit their teaching and children's learning opportunities. For example, some staff received signing training to help them communicate with children who did not speak. This has had a positive impact by enabling staff to communicate with each child in a way that they understand. The manager has good relationships with staff and talks to them regularly about children's progress and how they are supporting them. Safeguarding is effective. Staff have a secure knowledge of their responsibilities in keeping children safe. They share the written policies with parents. This helps parents understand staff's roles.

### Quality of teaching, learning and assessment is good

Staff provide a wide range of activities and learning opportunities for children to choose from. The quality of teaching is consistently good. Staff know children well and understand how to support their individual needs. For example, staff take children who do not verbally communicate to the sensory room. Children react to lights and bubbles, and they laugh and shriek with delight when they hear music. Staff make good use of creative activities to develop children's knowledge of the world. For example, children create poppies and staff talk to them about why people wear them. Children have various opportunities to make marks and to develop the coordination skills they need for writing. For example, they enjoy creating shapes with playdough, drawing with chalks and making maps, which they use in their role play.

### Personal development, behaviour and welfare are good

Children arrive happily and settle quickly as they find their friends and begin to play. Staff spend time with children who are new to the setting. They encourage them to participate in activities and listen to their ideas. This helps children feel valued and develops their sense of belonging. Children are eager to learn and have a good understanding of what staff expect. For example, when they hear a bell, children stop and move to the book area for story time. Children have good relationships with staff and other children. They listen to each other, share resources and take turns during games. Children enjoy a healthy lifestyle and their physical skills develop well, for example when they play outside on large equipment.

### Outcomes for children are good

All children make good progress, taking into account their starting points and individual needs. They are developing independence, such as in pouring their own drinks and using the toilet. This helps to prepare them for their future learning and move to school.

## Setting details

<b>Unique reference number</b>	113835
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	839913
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Windmills Opportunity Playgroup Committee
<b>Date of previous inspection</b>	2 November 2010
<b>Telephone number</b>	01444 870154

Windmills Opportunity Playgroup registered in 1984 and operates within Sheddingdean Community Centre in Burgess Hill, West Sussex. The setting is open during school term time only. It is open on Tuesdays, Wednesdays and Thursdays from 9.15am until 2.45pm, and on Fridays from 9.15am until 12.15pm. Five staff work directly with the children. All staff hold appropriate early years qualifications. The manager has a BA Hons degree in Early Years. The setting receives funding for free early years education for children aged two, three and four years old.

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