

Penhill Playgroup

Guide Hall, 5 Penhill Road, Lancing, BN15 8HA



Inspection date 2 March 2016
Previous inspection date 23 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The manager and staff team have worked hard to make changes to their practice and improve the quality of the provision. They have taken effective steps to address previous areas of weakness. They have also established rigorous systems to monitor and evaluate the provision to help identify areas for further ongoing development.
- Staff provide a good balance of activities for children for indoor and outdoor play. Children choose from a wide range of resources that they can easily select for themselves. They make good progress in their learning and development.
- Children behave well, are happy and settled. Staff are sensitive to their individual needs and promote their emotional and physical well-being effectively.
- Staff work closely with parents, keep them well-informed and involve them in their children's learning. For example, parents have frequent access to children's files and staff provide regular progress summaries that help parents continue activities at home.

It is not yet outstanding because:

- Staff do not always plan group-time activities effectively to support and engage all children according to their needs.
- Children do not always have consistent opportunities to use their home languages and share their backgrounds and experiences.

What the setting needs to do to improve further

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

- develop the planning of large and small group activities further, to ensure all children are appropriately challenged and fully engaged
- increase opportunities for children to share their backgrounds, home languages and cultures, to further support their understanding of diversity and the wider world.

Inspection activities

- The inspector observed staff and children taking part in activities indoors and outdoors.
- The inspector had discussions with the manager and members of staff about their practice and about children's learning and development.
- The inspector sampled paperwork, including staff records, children's files, and policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know what to do if they have concerns about a child's welfare and take appropriate action where required. There are robust recruitment procedures in place to ensure all staff are suitable to work with children. The manager has begun to monitor staff performance and children's learning experiences more closely to help raise the quality of teaching further. Staff make good use of training opportunities, for example, to develop their skills in positive behaviour management. Funding is used effectively. For example, staff attended training and purchased resources to further support children's communication and language skills. Parents comment on the positive changes to the pre-school. They value the caring staff team and are happy with their children's progress.

Quality of teaching, learning and assessment is good

Staff observe children's learning and get to know them well. They support children's communication and language skills effectively. For example, they ask questions and encourage conversations. Staff encourage children to solve problems for themselves. For example, when their tower kept falling down, staff gave children time to work out how to make it steadier. Staff respond to children's interests well; for instance, they provided giant cardboard boxes so children could continue building on a large scale outdoors.

Personal development, behaviour and welfare are good

Children grow in confidence and independence in the pre-school. They benefit from useful opportunities to practise their self-care skills during the daily routine. For example, they spread their own topping on their toast and help themselves to fruit and drinks. They quickly become familiar with the rules and staff's expectations. For instance, they know it is time to help tidy away when staff bring out a special puppet. Children develop a good understanding of how to keep themselves safe. For example, they remind their friends that if they run inside they might get hurt. Staff respond quickly and consistently to any unwanted behaviour. They act as good role models to encourage children to treat each other with respect.

Outcomes for children are good

Staff provide opportunities for children to use their imagination. For example, children select materials to design and create masks using straw, tissue paper and glue. Children develop their early literacy skills; for instance, they write as they play in the role-play bookshop, choosing books and making lists. Children make good progress from their starting points. They are well prepared for their next stage of learning and for school. For example, they learn to write their name and count confidently. Children learn to get along together, share and take turns.

Setting details

Unique reference number	113638
Local authority	West Sussex
Inspection number	1013466
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	44
Name of provider	Penhill Playgroup Committee
Date of previous inspection	23 April 2015
Telephone number	01903 767513

Penhill Playgroup registered in 1992. It operates from the Guide Hall in Lancing, West Sussex. The pre-school opens from 9am to 12 noon Monday to Friday and on Thursday afternoons from 12 noon to 3pm, during term time only. There are seven staff, four of whom hold relevant qualifications at level 3. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

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