

# Pevensy and Westham Playgroup

c/o Pevensy Memorial Hall, Church Lane, Pevensy, East Sussex, BN24 5LA



## Inspection date

23 June 2017

## Previous inspection date

27 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Staff do not track all children's progress closely. Some staff do not have an up-to-date knowledge of what children can do. They do not consistently plan challenging activities to meet all children's current developmental needs and ensure their good outcomes.
- Systems for self-evaluation and monitoring the effectiveness of staff practice are not fully effective to support all staff in raising their level in specific areas of teaching.
- Staff do not consistently encourage children to wash their hands before mealtimes and do not fully support children's understanding of the importance of good hygiene.
- Staff do not plan group activities effectively to ensure that they engage and suit all of the children taking part to fully support their learning.
- Staff do not organise changes in routines in the most effective way to enable children to consistently develop and extend their play without interruption.

### It has the following strengths

- Parent partnerships are effective. Staff regularly share information about children's welfare and the activities they enjoy at the playgroup.
- The caring staff build positive relationships with children, who feel happy, settled and secure. For example, children proudly show staff what they make throughout the day and actively include them in their play. Children enjoy their time at the playgroup.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

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|---|------------|
| ■ ensure all staff assess children's development accurately and use the information to plan activities which challenge all children and help them make good or better progress in their learning. | 01/08/2017 |
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**To further improve the quality of the early years provision the provider should:**

- improve the systems for self-evaluation so they are more sharply focused on specific areas of staff practice and routines in order to raise children's outcomes
- ensure children consistently wash their hands before mealtimes and promote their understanding of the importance of good hygiene
- strengthen the organisation of group activities to suit the needs of all children more effectively and fully support their learning
- manage planned changes in routines more effectively to minimise interruptions to children's play and learning.

## Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a suitable, up-to-date understanding of child protection issues and know how to report any concerns about a child's welfare. The manager ensures all staff are thoroughly vetted and environments are safe. She offers support to staff, such as through observations of their practice and further training. However, she has not sufficiently identified and acted on the weaknesses in teaching, assessment and daily routines to help children make the best progress in their learning. Although self-evaluation is not fully effective, the manager and staff have made some positive improvements to the provision. For example, they have improved the outdoor area and introduced enjoyable new opportunities for children to develop their physical skills.

### Quality of teaching, learning and assessment requires improvement

Staff know children's interests well. Children enjoy learning through play and access a wide range of resources. For example, children confidently take on roles in the role-play hospital and enthusiastically use a 'stethoscope' to listen to each other's hearts. Although staff regularly observe children's play, they do not consistently use this information effectively to assess children's progress and plan accurate, challenging next steps in learning. Some group activities do not interest and engage younger children, who lose concentration. Overall, staff build on children's ideas well. For example, as children draw their family, staff encourage them to talk about how their family members look and what they do. They support children to write their name on their picture once they finish.

### Personal development, behaviour and welfare require improvement

Staff provide a welcoming environment for children to explore with plenty of opportunities for outdoor play and exercise. However, staff often stop children's play suddenly throughout the day without giving them the chance to bring their play to a natural end. Staff support children's behaviour well and gently remind them of what is expected. Children develop positive social skills and make trusting friendships. They work together well and happily discuss storylines in their play, such as when going on 'pirate adventures'. Staff do not fully support children's understanding of how to manage their own hygiene effectively and how this can affect their health and well-being.

### Outcomes for children require improvement

Not all children make enough progress. Weaknesses in the quality of assessment mean that some children are not appropriately challenged to ensure they reach their full potential. Despite this, children communicate well, express themselves and develop most of the skills that prepare them for school. Children have secure early literacy skills and confidently know the letter sounds. They count well, such as during songs, and learn to manage risks safely, such as when carefully climbing trees outdoors.

## Setting details

<b>Unique reference number</b>	109480
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1068376
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Pevensey and Westham Playgroup Committee
<b>Registered person unique reference number</b>	RP517882
<b>Date of previous inspection</b>	27 June 2014
<b>Telephone number</b>	01323 764446

Pevensey and Westham Playgroup registered in 1969. It operates within Pevensey Memorial Hall, in Pevensey, East Sussex. The playgroup is open between 9am and 1pm on Monday to Wednesday and between 9am and 3.30pm on Thursday and Friday, during term time only. The committee employs seven staff, of whom four hold relevant qualifications at level 3 and two hold qualifications at level 2. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

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