

Heather Playgroup

North Heath Community Primary School, Erica Way, Horsham, West Sussex, RH12 5XL



Inspection date	10 May 2018
Previous inspection date	13 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 use focused assessment systems to enable them to understand well the progress children make. They include parents greatly in children's development and work with them to establish next steps in learning, to benefit children's overall development.
- The staff team works well together. Staff act as positive role models and clearly enjoy their interactions with the children. Children develop strong relationships with staff and feel safe and secure. Children and staff talk, laugh and play together throughout.
- Children, including those who speak English as an additional language, make good progress from their starting points. Children develop independence particularly well and show confidence throughout their play and interactions.
- The manager carefully monitors children's progress to ensure all children have equal opportunities to thrive. She compares carefully the progress of different groups of children to help her assess how to improve practice. Such comparisons have led to boys having better opportunities to develop early writing skills. For example, boys eagerly use writing materials to create treasure maps.

It is not yet outstanding because:

- Staff do not organise group activities in a way which consistently keeps all children engaged and motivated to learn.
- Staff do not take all opportunities to provide resources or activities that help children to learn about differences that exist between people in the wider world.

What the setting needs to do to improve further

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

- organise group activities more effectively, to help keep children engaged and motivated to learn
- enhance the range of resources and activities to enable children to better understand the differences that exist in ways of life beyond their own experiences.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice, with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her staff team recognise well the signs that a child's welfare may be at risk and know what to do if they have concerns. The manager uses effective evaluations, focused performance management and well-directed professional development opportunities to continually drive change. For example, following the last inspection she has made many changes which have enabled children to lead their own play and develop their thoughts to a much greater extent. She has supported staff well to improve their teaching skills. This has resulted in a confident staff team. The manager works well with other professionals to ensure children's welfare and to support their development. Where additional funding is provided to support vulnerable children, the manager uses this wisely to meet children's needs and support progress.

Quality of teaching, learning and assessment is good

Staff allow children opportunities to make discoveries and engage in play before they interact skilfully to extend learning. For example, when children use building blocks to make 'igloos', they discover that water helps the bricks stick together. Staff then reinforce this discovery and help them explore further. Staff engage well in play to set challenges. In this example, the blocks become stepping stones on which children practise balancing and develop their physical control. Staff know every child well. They understand what their priorities for development are and focus on these well. For instance, when children's self-esteem needs improving they ensure children understand their own strengths.

Personal development, behaviour and welfare are good

Staff show skill in forming relationships with the children. They provide personalised settling procedures which show sensitivity to the individual child's needs and help children to quickly feel secure. Staff promote the development of children's social skills well. Children engage well in play together and develop friendships. For example, friends chat together and decide how to turn a wooden structure into a pirate ship. Staff prepare children very well for transitions to different settings, including school. For example, they plan carefully activities which aim to promote the development of skills, including resilience and independence, to help children manage the new routines.

Outcomes for children are good

Children engage intently in their play and demonstrate that they are effective learners. They frequently problem solve, for example, as they work out how to use creative materials to make binoculars. Children develop skills for future learning. They see themselves as writers and explore different purposes of writing. Older children make marks in their diaries to tell parents what they have enjoyed. They use signs in the garden to remind them of rules and notice that the text carries meaning. Younger children describe pictures in books and begin to understand how books work. Children learn about numbers. They guess how many bricks it will take to fill a playhouse. When they test out ideas, they use large numbers and words which describe quantity.

Setting details

Unique reference number	113519
Local authority	West Sussex
Inspection number	1126623
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	24
Number of children on roll	40
Name of registered person	Heather Playgroup Committee
Registered person unique reference number	RP522728
Date of previous inspection	13 July 2015
Telephone number	01403 262320

Heather Playgroup registered in 1978. It operates within the grounds of North Heath Primary School, in Horsham, West Sussex. It operates during term time only. The playgroup opens Monday to Friday from 8.45am to 2.45pm, except on Tuesdays when it closes at 12.45pm. The provider is in receipt of funding to offer free early education for two-, three- and four-year-old children. The provider employs seven members of staff. Of these, six hold recognised childcare qualifications, including the manager who holds a recognised qualification at level 5.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

