

# Penhill Playgroup

Guide Hall, 5 Penhill Road, Lancing BN15 8HA



<b>Inspection date</b>	22 November 2018
Previous inspection date	2 March 2016

<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 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 monitors children's progress closely and ensures that the quality of assessment records is consistently high. She uses information about children's progress carefully to see where she can improve practice. For example, she has recently worked with staff to offer children better opportunities to learn about the world around them.
- Staff plan exciting and varied activities to support children's learning. They present them in a manner which entices children to explore and helps them to engage well in their play. For example, children eagerly make pictures and find out about colour mixing when they drip paint onto paper plates and spin them round in salad spinners.
- Children, including those who have special educational needs and/or disabilities (SEND), make good progress from their starting points. Staff support children who have SEND well. They work in close partnerships with other professionals and the children's families to adapt practice to ensure all children have equal opportunities.
- Staff promote positive behaviour effectively. Children have a strong understanding of the rules and expectations. For example, they consistently put their hands up when they want to speak during whole group activities. Children develop social skills well. They show a good understanding of turn taking and sharing. They play together and show a willingness to help each other.
- Staff do not consistently use teaching techniques which support children to consider and develop their own thoughts.

## What the setting needs to do to improve further

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

- enhance further staff's teaching techniques to consistently offer children opportunities to develop and extend their own thoughts.
- strengthen opportunities for all children to have opportunities to work towards their next steps in learning in a way which links to their interests.

### 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's practice with the manager.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures effectively staff have a strong understanding of how to notice if a child's welfare is at risk and of what to do if they have a concern. She maintains strict rules that staff follow to keep children safe which include procedures for who can collect children. The manager evaluates practice effectively and takes successful action to drive change. She supports staff well in their professional development and offers good training opportunities. For instance, she has recently worked with staff to help them better support families to ensure children's well-being. Staff have good opportunities to build on their qualifications.

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

Staff understand well the progress children make and know where they need to be moved forward. They work in close partnership with parents and the staff in the other settings children attend to develop a wide understanding of the child. Staff provide parents with good opportunities to continue children's learning at home. For example, when children are moving on to school, they lend them uniforms and sports clothes for children to practise dressing themselves in. Staff teach children about the differences that exist between people. For instance, children see and hear different languages.

### Personal development, behaviour and welfare are good

Staff develop strong relationships with the children and understand how to help each child feel safe, secure and confident. Staff prepare children well for when they move on to other settings, including school. For example, they support parents closely to help them choose the right school for their children. They help children develop skills they will need at school, such as carrying trays at mealtimes or opening packaging in their packed lunches. Staff provide children with good opportunities to learn about healthy practises. For instance, they teach them effectively about how to keep their teeth clean and strong.

### Outcomes for children are good

Children demonstrate independence. When engaging in role play about space travel, they confidently put on dressing-up costumes. They know routines well and carry these out by themselves. For example, they prepare their fruit at snack time and use tools with increasing control. Children develop skills that will help them in their future learning. When they put numbered clothes onto a washing line, they count carefully and order numerals to five correctly. They develop hand strength and control when they use pegs. Children develop well in their speech and language skills; those who had little or no language on starting at the setting now use words to express themselves. Children frequently join in with their favourite songs and rhymes.

## Setting details

<b>Unique reference number</b>	113638
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10066666
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Penhill Playgroup Committee
<b>Registered person unique reference number</b>	RP519635
<b>Date of previous inspection</b>	2 March 2016
<b>Telephone number</b>	01903 767513

Penhill Playgroup registered in 1992. The playgroup employs five members of childcare staff, all of whom hold relevant qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to 12 midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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