

# Singleton Playschool

Singleton CE Primary School, Singleton, Chichester, West Sussex PO18 0HP



<b>Inspection date</b>	23 January 2019
Previous inspection date	22 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, staff and committee members are passionate about the continual development of the playschool. They continually review their provision and have a clear vision for the future. For instance, some staff are studying towards higher qualifications to help increase their knowledge and skills when working with children.
- Staff observe and interact with children well as they play. They sensitively offer guidance and support to help children to consider the feelings of others. Consequently, children learn to play well together and to treat each other with respect.
- Staff work closely with parents to help ensure that they know children well. They gather meaningful information about children's care and learning needs on entry to the playschool. Staff share information daily with parents about their children's good progress and how they can support learning at home.
- Parents and carers speak highly about the staff and the attention their children receive. They say that their children's social skills and confidence have increased since attending the setting.
- Staff make excellent use of the local environment to help provide children with further learning opportunities. For example, children accompany staff to borrow books from the mobile library and occasionally they visit the beach.
- Occasionally, staff do not adjust teaching quickly enough during planned activities, to consider the varying needs of children who are at different stages of their learning.
- The management team's systems for overseeing the quality of teaching do not evaluate the impact of children's activities and staff's practice rigorously enough to raise their teaching to a higher level.

## What the setting needs to do to improve further

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

- ensure planned activities meet the needs of all children and support their different stages of learning
- explore a wider range of performance management opportunities that are more sharply focused on raising the quality of teaching to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact of these activities on children's learning.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's records and planning documentation. She also looked at evidence of the suitability of staff and a range of policies and procedures, including the safeguarding policy.
- The inspector carried out a joint observation of an activity with the manager and discussed the impact of the teaching on children's learning.
- The inspector spoke to some parents and children's carers, and took account of their views.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team and staff have a good knowledge of all matters relating to child protection. They have a secure understanding of the procedures to follow if they are concerned about children's welfare. Staff implement effective risk assessments to help minimise risks to children. The management team ensure that they follow secure recruitment procedures to ensure that staff and committee members are suitable for their roles. The manager encourages staff to complete regular training and ensures that information from her own training and research is effectively shared. For instance, her ideas about how to engage children in purposeful learning outdoors has had a positive impact on their mathematical knowledge and understanding.

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

Staff plan a variety of activities based on children's interests. They regularly assess children's progress and implement teaching strategies to help narrow any gaps in their learning. Staff are good role models. For instance, they showed children how to make cakes for wild birds. Together, they examined the ingredients using their senses and discussed how they felt and smelled. This helps to support children's language skills and motivates children to learn. Staff encouraged children to use binoculars to watch the wildlife outdoors. Some children confidently recorded their findings on the charts provided. This helps to support their early literacy skills. Staff join in with children's play and take on the role of customers in their imaginative play, such as pretending to be hairdressers. Children particularly enjoy recalling popular stories and joining in with nursery rhymes and songs. This is evident when they enthusiastically dance and sing during group singing sessions.

### Personal development, behaviour and welfare are good

Staff are attentive to children's needs and they have a good relationship with them. They work well as key persons to sensitively respond to children's emotions and provide consistent reassurance and praise, which helps children to feel secure. Children eagerly help staff during routines and smile broadly when tasks are completed. Staff are aware of children's dietary needs. They sit alongside children during snack and mealtimes, helping them to develop good eating habits. Staff ensure that children learn to keep themselves safe, such as when they are playing running games. Children also practise their physical skills when they use the school playground equipment.

### Outcomes for children are good

Children make good progress from their starting points. They gain a good range of skills that they need for the next stage in their learning, such as starting school. Older children confidently use pencils to write numbers and they count objects during their play. Younger children are helped to become independent and to explore toys that they find interesting. All children use creative materials to make drawings and paintings. They enjoy taking books home to share with their families, which helps to support their early reading skills.

## Setting details

<b>Unique reference number</b>	113696
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10066668
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Singleton Playschool Committee
<b>Registered person unique reference number</b>	RP901908
<b>Date of previous inspection</b>	22 March 2016
<b>Telephone number</b>	01243811679

Singleton Playschool registered in 1996. It operates from a classroom in Singleton Primary School in Singleton, West Sussex. The playschool is committee-led and employs five members of staff. Of these, one holds qualified teacher status and four hold early years childcare qualifications at level 2 or 3. The playschool is open on Monday from 8.30am to 12.30pm, Tuesday from 8.30am to 3pm, Wednesday from 9am to 12.30am, Thursday from 9am to 3pm and Friday from 9am to midday. The provider receives funding for free early years education for children aged two, three and four years.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

