

Ashington Playgroup

Ashington Community Centre, Foster Lane, Ashington, Pulborough, West Sussex RH20 3PG



Inspection date	3 May 2019
Previous inspection date	5 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 staff team provides a warm and caring environment that welcomes children and their families. The staff work closely together and communicate well with each other to meet children's needs. Children form good relationships with their key person and other staff, which helps them to feel safe and secure. Staff are friendly and approachable and offer reassurance to children who need it.
- The staff monitor children's progress regularly and plan well to minimise gaps in their learning. Staff make good use of their knowledge and skills, for instance to plan activities that will help children achieve their relevant next steps in specific areas of learning.
- Partnerships with parents are good. Parents are kept informed about their children's learning and development. Staff regularly share information about children's achievements and offer advice to parents to support children's learning at home. Good links have been established with the nearby primary school. This helps to ensure children's transitions are smooth.
- The manager knows the playgroup well. She clearly identifies strengths and where further improvements could be made to build on existing good practice. The staff work well as a team to make these ongoing improvements. The manager actively seeks the views of parents and staff and acts upon feedback received.
- Staff have not fully considered ways for children to celebrate their culture and include their home language in their play and learning to support their development even further.
- The new systems that staff use to share information with other settings that children attend are not embedded.

What the setting needs to do to improve further

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

- take reasonable steps to ensure that children whose home language is not English have opportunities to include their home language in play and learning
- continue to extend the links with other settings that children attend so all providers collaborate in children's learning and development regularly and consistently.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector spoke with staff and children at appropriate times throughout the inspection
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector looked at a range of documentation, including records of children's progress, evidence of staff suitability, such as first-aid certificates, and policies and procedures.

Inspector

Sarah Denman

Inspection findings

Effectiveness of leadership and management is good

The staffing team is well established and experienced, and there is a strong team spirit. Staff meet regularly to identify any training needs and discuss how they can enhance the experiences offered to children. The owner places a high priority on the well-being of staff, children and parents. Parents comment positively about the playgroup, saying it has a lovely feel to it, children are happy and that staff know their children well. Staff supervise children well and maintain a safe environment. Recruitment, vetting and induction procedures are rigorous to check staff suitability. The arrangements for safeguarding are effective. All staff are confident in their understanding of how to keep children safe from harm and ensure their welfare.

Quality of teaching, learning and assessment is good

Staff actively engage with children, playing alongside them while questioning and modelling to support and extend their learning, for example when they are accessing, enjoying and completing simple computer programmes. Children show good concentration while completing puzzles and playing with the train track, extending it and developing it further. They enjoy reading books and listening to stories read by enthusiastic staff. Children access a wide variety of resources and enjoy their independent play. For example, older children role play and pretend to be witches riding their broomsticks and casting spells. Staff are skilled at teaching mathematics. They incorporate mathematical language into routine activities, use questioning and extend learning opportunities. This supports children's good progress.

Personal development, behaviour and welfare are good

Overall, children behave well. With adult support, they learn to share toys, take turns and consider the needs of others. Children build strong relationships with staff and with each other. Staff place a strong focus on promoting children's independence. For instance, children enjoy taking responsibility for setting the tables and telling others that it is time to wash their hands ready for snack time. This supports children's good hygiene routines. Staff praise children, to help support their confidence and growing abilities to do some things for themselves. Children enjoy being active and staff plan a good variety of activities that develop children's physical skills. For example, during outdoor play they run, scoot and ride wheeled toys competently.

Outcomes for children are good

All children, including those with additional needs and those who speak English as an additional language, make good progress from their starting points. Children make friends and learn to share and take turns. All children engage in activities to help develop their small hand muscles, for example moulding and manipulating play dough or holding and using scissors correctly. Older children recognise their written names and enjoy attempting to write these independently. Children communicate confidently with each other, staff and visitors. They display a positive attitude to their learning and develop the skills they need for the future, including starting school.

Setting details

Unique reference number	EY280579
Local authority	West Sussex
Inspection number	10066708
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	16
Name of registered person	Piper, Shirley Ann
Registered person unique reference number	RP512481
Date of previous inspection	5 May 2016
Telephone number	07774571315

Ashington Playgroup registered in 2004 and is situated in Ashington, near Pulborough, West Sussex. The playgroup is open from 9am to midday on Monday and Friday, and from 9am to 1pm on Tuesday, Wednesday and Thursday. There are three members of staff, all of whom hold a recognised childcare qualification at level 3. The playgroup receives funding to provide free early education for two-, three- and four-year-old children.

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. 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 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.

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 monthly newsletter for more information and updates: 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
W: www.ofsted.gov.uk

