

Wivelsfield Green Playgroup and Pre- School



Village Hall, Wivelsfield Green, East Sussex RH17 7QH

Inspection date	8 May 2019
Previous inspection date	22 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 special educational needs coordinator is highly skilled and passionate about her role. She works closely with staff and outside agencies, such as local speech and language therapists, to share expertise. Children with language delay are supported very well through engaging one-to-one activities. They are catching up with their development and making good progress from their starting points.
- The caring staff spend plenty of time playing with children in a positive way. They build strong bonds with all children, who are very happy, settled and secure. The highly nurturing environment supports children's emotional well-being successfully.
- The manager and staff monitor the progress that all children make closely, including specific groups such as boys and girls. They spot any potential gaps in learning quickly and identify areas for further support and improvement.
- Partnerships with parents are strong. The manager and staff encourage regular communication and involve parents in all aspects of their children's learning. They value parents' contributions and regularly discuss children's interests and next steps.
- The manager does not monitor staff performance closely enough to set precise targets for development and help raise the good quality of practice further.
- Staff do not always ask questions in the most effective way to encourage children to think creatively, solve problems and develop their ideas.

What the setting needs to do to improve further

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

- monitor staff performance precisely and offer more targeted support for staff to help raise the good quality of their practice further
- improve the use of questioning to give children more opportunities to think creatively, solve problems and develop their own ideas.

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 playgroup'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 leadership and management is good

The ambitious manager leads her well-qualified, experienced and enthusiastic staff team well. Together, they evaluate the playgroup closely and make continual improvements to children's experiences. After identifying a gap in boys' literacy skills, the manager has focused on how to support these further through outdoor play. For example, she added chalkboard areas in the garden, which boys now engage with well. After recent training, staff have also added new communication-friendly areas outside, including dens where children can engage in conversations more easily. Overall, the manager supports staff professional development successfully and provides good guidance and further training. Staff have recently improved their support for children's healthy lifestyles and introduced activities to teach children the importance of oral health and hygiene. Safeguarding is effective. The manager and staff attend safeguarding training and have a good understanding of how to deal with any child protection concern.

Quality of teaching, learning and assessment is good

Staff observe and assess children's development closely, using the information effectively to plan for children's next stages of learning. They provide a stimulating, challenging and engaging environment which motivates children in their play and learning. Children enjoy exploring their senses, such as when making dough with staff. They excitedly smell ginger as they add it to the mixture and discuss how it smells like 'gingerbread men' and 'Christmas'. Staff support children's early literacy skills particularly well and regularly pronounce the first sounds of words to help children's understanding. Older children begin to recognise and write their names, and think of words beginning with different sounds, such as 'o' for 'orange' and 'octopus'.

Personal development, behaviour and welfare are good

Children behave well and staff support them consistently, positively reminding them of their high expectations. Children are kind, respectful and social, and they very much enjoy playing together. They actively share out roles and jobs in their play, such as who can be the superhero and the villain. Children are very physically active and benefit from exciting opportunities to exercise and develop their skills both inside and outside. For example, children carefully climb challenging equipment inside and dig and explore mud in the garden. Children delight in growing strawberries, tomatoes and pumpkins in their own growing area and confidently talk about healthy food being good for their bodies.

Outcomes for children are good

Children are confident and inquisitive learners. They explore their environment with enthusiasm, make good progress and quickly gain the skills needed for their future learning and school. Children count, compare sizes and recognise shapes confidently as they play. They make predictions and test out their ideas, for example when working out how to level the weighing scales. Children communicate well and express their views eagerly. They very much enjoy listening to stories and excitedly discuss what might happen next.

Setting details

Unique reference number	109539
Local authority	East Sussex
Inspection number	10104165
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	28
Number of children on roll	35
Name of registered person	Wivelsfield Green Playgroup and Pre-School Committee
Registered person unique reference number	RP909356
Date of previous inspection	22 June 2015
Telephone number	01444 471645

Wivelsfield Green Playgroup and Pre-School registered in 1972. It is run by a management committee and is in Wivelsfield Green, East Sussex. The playgroup is in receipt of funding to provide free early education to children aged two, three and four years. Playgroup sessions operate on Monday and Friday from 9am to 12.45pm, and on Tuesday and Wednesday from 9am to 3pm, during term time only. There are five members of staff, four of whom hold relevant early years qualifications between qualified teacher status and level 3.

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