

The Crickets Playgroup

St Johns Pavillion, Park Road, Burgess Hill, West Sussex RH15 8HG



Inspection date

22 May 2019

Previous inspection date

15 November 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The manager does not ensure all staff fully complete progress checks for all children aged between two and three years.
- The manager has not yet developed systems to work effectively with other settings children attend, in order to support consistency for children's learning.
- The manager has not yet implemented a programme to support parents in helping their children's learning at home.
- The manager has not yet fully developed ways to support children who speak English as an additional language to make even better progress.

It has the following strengths

- Staff offer children healthy experiences. They provide daily exercise with activities such as yoga and moving to action songs. Children have good opportunities to develop positive attitudes towards nutritious food. For example, they explore and taste a range of fruit, such as blueberries, strawberries and bananas.
- Staff know the children well and cater for their individual needs. For example, staff sound out words and support children's early literacy skills effectively.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
review the progress check for children aged between two and three years to ensure it is completed fully.	22/06/2019

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

- develop relationships with other settings that children attend, in order to work together to develop children's next steps in learning
- build on ways to support parents in helping to continue their children's learning at home and sharing in the assessment process
- make the most of all opportunities to help children who speak English as an additional language contribute to conversations and build further on their communication skills.

Inspection activities

- The inspector had a tour of the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with the manager and staff about their practice and children's learning and development.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management requires improvement

The manager does not ensure records are consistently completed. For example, she does not ensure the progress check for children aged between two and three years is completed fully. However, the manager does share assessments with parents. She keeps staff up to date generally with new legislation and practice, such as with regard to safeguarding training. The manager and staff know what to do and who to contact if they think a child's welfare may be at risk. They follow clear procedures to ensure children's safety in the nursery. Safeguarding is effective. The manager has not yet established effective relationships with other settings that children attend or implemented a programme to support parents in helping their children's learning at home. Nevertheless, she has positive relationship with parents and provides updates about children's day-to-day care. The manager has also not yet fully developed ways to support children who speak English as an additional language.

Quality of teaching, learning and assessment is good

The manager and staff provide opportunities to enable children to make choices and extend their play experiences independently. For example, children pour their own drinks and cut up their own fruit. The manager and staff observe children and plan effectively to ensure they are meeting their learning goals. Children take part in a variety of experiences that they enjoy, such as exploring in sand to find toy dinosaurs and then learning their names. The manager and staff support children's early mathematics skills well. For instance, they count with younger children, and name shapes such as 'semicircle' with older children.

Personal development, behaviour and welfare are good

Staff use effective strategies, including secure key-person systems, to form good relationships with the children. Staff care for children well and they develop good attachments. The manager and staff teach children about safety and risk effectively. For example, children know not to run inside and understand to use sun cream when it is sunny outside. The manager and staff reduce any potential hazards and supervise children vigilantly at all times. Staff are warm and caring, and offer children gentle reassurance and praise. Children behave well. They enjoy being active and playing with a variety of resources. They benefit from local outings that help broaden their experiences, such as visits to the farm and park.

Outcomes for children are good

Although there are weaknesses in the leadership and management of the setting, children generally make good progress from their starting points. They demonstrate good social skills and often act kindly towards each other, such as by sharing the play dough with their friends. Children understand the rules and routine in the nursery and manage many of these independently. For example, they select their own resources from easily accessible storage. Children develop good physical skills, including taking part in activities that increase their hand-to-eye coordination. Children take pride in the pictures they draw and give meanings to the marks they make.

Setting details

Unique reference number	113761
Local authority	West Sussex
Inspection number	10085876
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	23
Name of registered person	The Crickets Playgroup Committee
Registered person unique reference number	RP905600
Date of previous inspection	15 November 2018
Telephone number	01444247903

The Crickets Playgroup registered in 1992 and is located in a sports pavilion in Burgess Hill, West Sussex. The playgroup employs four members of childcare staff. Of these, three hold relevant childcare qualifications at level 3. The playgroup opens from Monday to Friday during school term times. Sessions are from 9.15am until 1.15pm. The playgroup provides funded 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.

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