

Inspection of William Older Playgroup

Arundel Road, Angmering, Littlehampton, West Sussex BN16 4LP

Inspection date: 11 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The manager and staff carefully plan activities to excite and engage children's interest. The beautiful playrooms and resources are thoughtfully matched to children's learning needs at each stage of their development. For example, the focus on sensory activities helps to ensure younger children settle easily. They develop hand control and learn new vocabulary as they explore pretend snow, happily filling tubes and feeling the textures of snowballs. Children respond well to the staff's caring interactions. They show extremely high levels of motivation and enjoyment in their play. They remain focused for long periods of time, become deeply involved in their learning and make good progress.

Older children eagerly begin every day in the extensive outdoor environment. Children are extremely inquisitive, and explore and investigate the endless, challenging opportunities for learning. They work together to find a way to send cars down a series of pipes, for example. Staff build children's self-esteem and resilience exceptionally well, giving constant praise and encouragement. Even the youngest children persevere and manage their own risks, such as when they carefully balance on planks.

Children interact with their peers extremely well. They readily share toys, help each other to find what they need and follow routines. For example, children tell their friends it is time for snack by giving them their name card.

What does the early years setting do well and what does it need to do better?

- The talented special needs coordinator works closely with staff, families and other professionals to support children's individually tailored care and learning. For example, children enjoy additional activities to develop listening and attention skills. Staff use Makaton signing to support all children's communication. Children develop strong social and communication skills, and quickly grow in confidence. Children with special educational needs and/or disabilities (SEND) are completely included and make very good progress.
- The manager and staff consistently model respectful behaviour. Staff very skilfully use praise and conversation to help each child feel respected and valued. They help children to understand and control their feelings, as they practise making grumpy faces, for example. Children behave extremely well and show very positive attitudes to learning.
- Staff successfully encourage children to be enthralled by books and stories. Staff read to them with great expression, using simple props and actions. Children show developing understanding as they answer questions about the story and make links with previous learning. Children are completely engaged and develop good literacy skills.

- Children develop an increasing understanding of mathematics. Staff use age-appropriate strategies to help children learn about shape, space and measure. Younger children enjoy singing number rhymes and begin to make links between numbers and quantity. Older children easily find and name the magnetic shapes they need to build a model.
- Occasionally, staff are overly helpful and direct children's activities too much. This means children have fewer opportunities to develop and explore their own ideas.
- Staff make exceptional use of visitors from the local community to give children a very wide range of additional learning opportunities. For example, they excitedly catch bubbles in nets as they take part in the 'Songbirds' group. The strong partnership with parents enables children to learn about other people, as they share home traditions and celebrations, for instance.
- The manager and staff have fostered a good partnership with the school, which greatly benefits the children. For example, older children share some outside space and become familiar with the school building. The transition meeting for parents is held early in the year to help anticipate and avoid any problems. Children are prepared well for the eventual move to school.
- The experienced and passionate manager shows a good commitment to the professional development of her team, encouraging training in all areas. Staff are given the opportunity to feed back about training they have attended and bring new ideas to influence practice.
- The trustees support the setting well with financial oversight and the setting is well run by the manager. However, the nominated individual is unable to demonstrate that she fully understands her responsibilities as a provider.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of what might be a concern about a child's welfare. This includes following the whistle-blowing policy, should they have an allegation against another member of staff or a manager. They follow clear procedures to help protect children from harm. They regularly refresh their knowledge of safeguarding, through discussions and training courses. Comprehensive recruitment procedures, including rigorous background checks, ensure that children are cared for by suitable adults. Thorough drills help to ensure that children and staff know what to do in the case of a fire.

What does the setting need to do to improve?

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

- enhance teaching to help staff consistently provide opportunities for children to explore their own ideas

- ensure the nominated individual is fully aware of her responsibilities as the registered provider.

Setting details

Unique reference number	113829
Local authority	West Sussex
Inspection number	10128662
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 to 4
Total number of places	50
Number of children on roll	74
Name of registered person	William Older Playgroup Committee
Registered person unique reference number	RP524472
Telephone number	01903 771025
Date of previous inspection	5 October 2015

Information about this early years setting

William Older Playgroup registered in 1992. It is situated in the grounds of St Margaret's School, Angmering, West Sussex. The playgroup is open each weekday from 8.50am to 3pm, term time only. The playgroup receives funding for the provision of free early education for children aged two, three and four years. There are 18 members of staff. Of these, 13 hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- The inspector completed a learning walk with the manager around the playgroup, to understand how the environment and curriculum are planned.
- The manager and inspector carried out a joint observation of a story time.
- The inspector observed the quality of teaching and learning.
- Some parents gave their views to the inspector and these were taken into account.
- The inspector held meetings with the manager and chair of trustees, considered samples of documentation and checked the suitability of staff.

We carried out this inspection 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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