

Inspection of Kookaburra Playgroup

Hills Farm Lane, HORSHAM, West Sussex RH12 1TZ

Inspection date: 30 November 2022

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

The provision is good

Children arrive at the playgroup happy, settled and ready for their day. Children show that they enjoy their time at playgroup. For instance, they excitedly seek out their friends and staff to pretend they are going on a picnic and making cups of tea. Younger children settle quickly and happily use switches on toys to turn them on and off. Children show positive attitudes to their learning and make good progress. Staff skilfully organise the environment to promote children's natural curiosity and eagerness to learn. Children benefit from a good range of experiences that prepare them well for their future success. For example, they learn to recognise and name 3D shapes as they build vehicles out of magnetic shapes in their play. Staff enhance children's mathematical language when they add in words, such as 'empty' 'half' and 'full', as children pour their own drinks from jugs at snack times.

Staff are positive role models and reinforce their expectations of children's behaviour well. They use a fair and gentle approach. For example, staff talk to children about how to behave at mealtimes. As a result, children are well behaved and follow the playgroup routine well. Staff recognise children's efforts and offer lots of praise when they succeed. Children respond to these positive reinforcements. This helps to boost children's confidence and self-esteem.

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

- Children with special educational needs and/or disabilities and those in receipt of additional funding make good progress in their learning. There is a strong commitment to working with external agencies. Staff swiftly act on the advice given to them to provide purposeful activities to support children's learning. For instance, staff build in activities involving steps and rolling hoops to strengthen the physical skills children need for balance and coordination.
- Staff monitor children's progress regularly, which means they address and close any gaps in learning quickly. Recent monitoring found weaknesses in children's social skills after time away from the playgroup due to the COVID-19 pandemic. Staff skilfully lead extra group songs and game times to further extend children's vocabulary and support their social interactions.
- The manager completes supervision sessions for staff and holds regular team meetings. She has recently introduced sign language to improve the quality of interactions between staff and children who speak English as an additional language. This is embedded well into the children's learning activities and daily routines. The manager is highly focused on the staff's programme of professional development to further develop their knowledge and skills even further.
- Staff promote children's interest in books and familiar stories. Children readily

choose their own book and share with adults. Older children narrate stories as they look at the pictures and younger children learn how to handle books appropriately. For instance, older children retell 'The Hungry Caterpillar' story excitedly to their friends using the pictures.

- Children follow daily routines with confidence and show good levels of independence. Young children feed themselves independently. Older children pour their own drinks and open their own lunch boxes. However, sometimes, the organisation of group sessions, such as during tidy up times and getting ready for going outside, means that younger children are not fully engaged as they wait for activities to begin and end.
- Partnership with parents is effective. Staff make good use of settling-in arrangements to build strong relationships with families and children. Parents say that they appreciate the daily verbal feedback they receive about their children's day at the setting and the activities given to them to support children's learning at home.
- Overall, younger children develop good communication and language skills. Staff engage in conversation with children, introducing new words to increase their vocabulary. However, some staff do not use the correct pronunciation of words when talking to children. For example, staff use the word 'da da' instead of 'daddy' and 'dum dum' instead of 'dummy'. Therefore, at times, staff do not consistently support and fully extend children's speech and language skills.
- Staff provide good opportunities for children to learn about the local community in which they live. For example, children thoroughly enjoy going by bus to visit local shops and meet shop owners. Children have the opportunity to visit local parks and search for bugs and play at the local playground. The setting has good links with local primary schools. Children become familiar with school environments during their time at playgroup. This helps them to feel secure when they move to school.

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Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's safety. They understand the whistle-blowing procedure should they have any concerns about a colleague. Staff understand issues, such as the 'Prevent' duty. Staff ensure that children are able to play in a safe and secure environment. The manager follows safe and robust recruitment procedures, to help ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to enhance the organisation of larger group activities, to reduce transition time and maximise learning time
- build on staff's understanding of how to model language and further support children's communication and language skills.

Setting details

Unique reference number	EY381404
Local authority	West Sussex
Inspection number	10265048
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	18
Name of registered person	Harrod, Lucille Rossina
Registered person unique reference number	RP906350
Telephone number	01403 269548
Date of previous inspection	23 May 2017

Information about this early years setting

Kookaburra Playgroup registered in 2008 and operates from a purpose-built building in Horsham, West Sussex. The setting is open from 8.30am to 3.30pm, during term time only. The setting receives funding for free early education for children aged two, three and four years old. There are five staff who work directly with the children. The manager has an early years foundation degree and three staff hold relevant qualifications at level 3.

Information about this inspection

Inspector

Bev Boyd

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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