

Inspection of Southgate West Playgroup

Hilltop Primary School, Ditchling Hill, Southgate West, Crawley, West Sussex RH11 8QL

Inspection date:

15 March 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

There are continuing weaknesses in the leadership of the playgroup that affect the overall quality of the provision. However, this does not have a significant impact on children's well-being.

Children arrive eager and happy to start their day at the playgroup. They demonstrate a strong sense of belonging as they find their own hooks to hang coats and seek out their star name badge to complete self-registration. Children have positive relationships with their peers and adults that care for them. They show kindness and courtesy towards their friends as they share resources and negotiate together during their play.

Children are active learners; they are curious about how things work. Children show willingness to keep trying when learning how to use small tools. For example, at snack time, children practise using apple cutters and knives to cut up their own fruit into bite-size pieces. As a result, children receive opportunities to build on their growing independence skills.

Children who have additional needs receive precise, targeted support through effective strategies that help them to make progress. For instance, children with speech delays make good use of choice boards. This is so they can communicate with others through the use of pictures to express what they want to do. Individual plans are in place to ensure that all children's individual needs are met. This helps them catch up and work towards reaching their full potential.

Children have opportunities to learn about festivals that families and staff at the playgroup celebrate. For example, they have recently been learning about the Hindu festival, Holi. Children participate in a variety of activities and experiences linked to this tradition. This contributes towards children finding out about similarities and differences in the wider community and learn what makes them unique.

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

- Steps have been taken to meet the action set from the last inspection. This is to ensure individuals connected to the registration submit applications for suitability to be checked. However, the process of monitoring the progress of applications and addressing with any amendments that are required with the individuals are not robust. Furthermore, Ofsted is not always kept up to date with changes to people connected to the provision. As a result, notification of changes as well as checks on applications to Ofsted are not followed up swiftly enough. This is to ensure that suitability of committee members is conducted in a timely manner. However, the risk is minimised and does not have a significant impact on the

safety of children. This is because committee members do not have any contact with the children in the playgroup.

- The manager works tirelessly to ensure her staff team get to know their key children well, so they understand what it is they need to learn. She provides consistent support to enhance all staff's professional development through coaching and supervision opportunities, which develop their understanding of planning an effective curriculum. This aids staff to identify what children need to learn and their next steps based on what they already know and can do. However, there are some minor occasions where some staff misunderstand the process of how to implement a sequenced curriculum and provide extension opportunities for the more able children. This is so children can learn new skills and knowledge in a clear order. Despite this, children show they are making good progress in their learning.
- Staff use a variety of ways to support children to develop their communication skills and broaden their vocabulary. They find teachable moments in daily routines to encourage children to actively listen and contribute their ideas. For example, staff engage children in play activities to learn about road safety. Children draw zebra crossings in chalk on the playground and use discussion to explain how to cross a road safely. Furthermore, staff deliver story and singing sessions to encourage purposeful engagement. Consequently, children show they are making good progress in their language skills and can confidently explain their views and ideas to others.
- Staff support children to work together to create a set of 'golden rules.' This is to help children understand about expected behaviours in the playgroup for them all to work towards. Staff talk to children and pose questions to help them to remember and apply these rules. For example, when children run inside, staff use this opportunity to discuss the consequences of doing this and the impact on themselves and others. This provides an opportunity for children to pause, think and recall what they remember about the rules and then put these into practice to keep everyone safe.
- The manager and staff make good use of professionals in the community to support children learn how to stay safe as well as contribute towards their own good health. For example, children receive visits from a firefighter to learn about fire safety and learn about people that help us. They also have a visit from a dentist to find out about oral health and why they need to brush their teeth. This prompts staff to hold further discussions and activities with the children to talk about healthy eating and how to care for their teeth.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that her knowledge and that of the staff team remains up-to-date by attending regular training. Furthermore, she makes good use of staff meetings to present a variety of safeguarding scenarios to check staff's knowledge on child protection issues. The manager and staff demonstrate a secure understanding of the signs and symptoms which could indicate that children may

be at a risk of harm. They know how to make a referral in line with local procedures. Furthermore, they know the procedure to follow should they be concerned about conduct of an adult who works with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that Ofsted is provided with updated information swiftly to enable them to check the suitability of individuals who are part of the leadership of the playgroup	17/04/2023
ensure Ofsted is kept up to date with changes to people connected with the registration.	17/04/2023

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

- support staff to improve their understanding of how to implement the curriculum in the correct sequence and be able to consistently extend children's learning so they all benefit from good-quality learning experiences.

Setting details

Unique reference number	EY268196
Local authority	West Sussex
Inspection number	10269334
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	30
Number of children on roll	39
Name of registered person	Southgate West Playgroup Committee
Registered person unique reference number	RP521609
Telephone number	01293511008
Date of previous inspection	28 November 2022

Information about this early years setting

Southgate West Playgroup registered in 2003. The group operates from Hilltop Primary School, in the Southgate area of Crawley, West Sussex. The playgroup is open between 8.45am and 11.45am and between 12.15pm and 3.15pm, each weekday, during term time. The setting employs eight staff, six of whom hold qualifications at level 3. The setting receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between children and staff and assessed the impact of teaching on children's learning.
- The manager completed a learning walk and joint observations with the inspector to explain the playgroup's curriculum and assess the quality of teaching.
- Staff spoke to the inspector about their role, knowledge of their key children, training opportunities they have and the procedures they follow to keep children safe.
- Parents were invited to share their views about the playgroup.

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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