

Inspection of Winton Playgroup

Girl Guides Association Guide Hut, Alderfield, Petersfield GU32 3LH

Inspection date: 3 July 2023

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

Staff warmly greet parents and children at the door. Children show that they feel safe and secure, as they separate from their parents with ease. They know the routines of the day very well. For example, on arrival, they independently put their lunch box and water bottle away. Staff support children to settle well and place a strong focus on children's happiness. For example, they work with parents of new children to tailor settling-in sessions that meet children's needs.

Staff want all children to be confident and inquisitive learners. They design the environment to provide children with plenty of opportunities to explore and investigate. Children have access to an inviting garden area that supports the development of large and small physical skills. For example, children immerse themselves in exploration when digging in soil and playing with water. This helps develop their fine motor skills and hand muscles in preparation for early writing.

Staff encourage and support children to resolve their own conflicts. For instance, children know to use sand timers when they would like to take turns with a piece of equipment. Children have good manners and are learning to share and take turns. Staff plan experiences in the community that children may otherwise not have. For example, they visit the library, park and local shops. This helps to raise children's awareness of the local community and the wider world around them.

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

- Children develop a love of books as they listen to familiar stories. Staff are engaging and encourage the children to think about what comes next. For instance, when reading the book 'Dear Zoo', the children join in with refrains and predict what animal will turn up next. This love of books helps to develop children's vocabulary and language skills.
- Staff play alongside children and support their play ideas. They follow children's interests and use these to teach key skills. For instance, children squeal with delight as they investigate whether objects float or sink in the water tray. However, some planned group times are not always successful due to the deployment of staff. Occasionally, staff are preoccupied with other tasks, such as getting ready for mealtimes. At these times, younger children do not benefit from quality interactions with staff.
- Partnerships with parents are strong. Parents are delighted with the setting and express how much their children enjoy attending. They comment on the good communication and regular updates about their child's activities. Parents of children with special educational needs and/or disabilities (SEND) report the excellent communication between staff and other professionals.
- Many of the staff have worked at the setting for a number of years and

comment on how well supported they are. Staff are supported with supervision sessions and receive regular training opportunities to further develop their skills. For example, staff explain how recent training about loose parts has helped them to support children's imagination and extend their play.

- The manager has effective processes in place to ensure that children with SEND are quickly identified. She works closely with professionals involved with children to ensure the best outcomes for all children. Staff use additional funding well to meet children's needs. For example, they have used funding to provide an increased level of staffing to deliver intervention groups to promote language and communication skills.
- Staff promote children's physical development well. Children have the opportunity to access a range of loose parts that help to build their strength and stamina. For example, they enthusiastically pick up tyres, crates and wooden planks to create their own obstacle course. They benefit from becoming involved in risk assessment and understand how to keep themselves safe in their play.
- Staff have a clear aim for what they want all children to learn. They use everyday activities and routines to develop children's counting skills. However, there are times when staff do not introduce mathematical vocabulary, such as 'full' and 'empty', as children experiment with pouring water into a variety of containers.
- Children are learning about healthy lifestyles. Staff provide children with healthy snacks and fresh drinking water. Children demonstrate good hygiene routines. They know to wash their hands after they use the toilet and before eating.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms of abuse. They know the procedures to follow if they have a concern about a child's welfare. The manager makes sure that staff attend regular safeguarding training to keep their knowledge up to date. Staff understand the setting's whistle-blowing policy and are alert to any extreme views or behaviours that might indicate adults or children are being radicalised. Children learn to keep themselves safe. For instance, staff teach them about road safety when out in the community. Staff carry out regular checks of the environment to ensure that it is safe.

What does the setting need to do to improve?

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

- organise staff deployment effectively during group times to maintain children's focus
- strengthen opportunities for children to use mathematical vocabulary as they play and explore.

Setting details

Unique reference number	EY489583
Local authority	Hampshire
Inspection number	10295535
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	2 to 4
Total number of places	26
Number of children on roll	22
Name of registered person	Winton Playgroup Ltd
Registered person unique reference number	RP534619
Telephone number	01730231797
Date of previous inspection	5 December 2017

Information about this early years setting

Winton Playgroup registered in 2015. It is located in Petersfield, Hampshire. The setting operates during term time only. Sessions are available on a Monday, Tuesday, Thursday and Friday between 9am and 2.30pm, and between 9am and midday on a Wednesday. There are four staff employed, of whom one has an appropriate early years qualifications at level 6 and two at level 3. The pre-school receives funding to provide free early education to children aged two, three and four years and also receives pupil premium funding.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- This was the first routine inspection the setting 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 provision.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Staff and children communicated with 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.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.

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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