

Inspection of Worth Park Playgroup

Crawley United Reformed Church, Worth Park Avenue, Pound Hill, CRAWLEY, West Sussex RH10 3DE

Inspection date: 25 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff greet children with enthusiasm as they arrive to playschool. Children eagerly find their named cards that staff have put out for them and they independently put their belongings away. Staff are warm and friendly towards children. This helps children to form special bonds with staff. When children need emotional support, they seek out staff for comfort. Staff readily provide this for children, which helps them to quickly settle.

Staff have high expectations for children's behaviour. They teach children the playschool rules during circle times. Children show that they are familiar with these rules by showing an interest in helping others. For example, when children indicate that they want to pour drinks for their friends, staff help them to do this, which encourages children to be kind to others.

Staff implement strategies for all children to develop their communication and language skills. For example, staff chat to children as they engage in their play. Children also enjoy listening to stories being read by staff, and joining in during singing sessions. Staff encourage children to talk about the book, which helps them to practice their language skills. Additionally, staff use visual aids to support children with speech delay and those who speak English as an additional language. This supports children to be able to communicate their needs.

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

- Leaders design an ambitious curriculum that supports all children, including those with special educational needs and/or disabilities (SEND), to make good progress. This is shared well with staff through regular meetings and discussions. This enables staff to arrange the learning environment to promote children's development.
- Staff incorporate effective risk assessments into the daily routines. For instance, they display the total number of children present and in the garden on the whiteboard. This helps to assist staff to account for children at all times.
- Staff consider ways to enable children to develop an understanding of risks. For example, they practise fire drills on a regular basis. When staff blow the whistle, children stop what they are doing and follow the instructions given to them. They quietly line up at the door and wait patiently to find out what they need to do next. Afterwards, staff ask children about the process, and they show that they understand that this is to keep them safe if there is a fire. However, staff have not extended this to promote children's understanding of how to keep themselves safe when they use online devices. This does not fully support children to learn to manage risks for themselves.
- Staff ensure that they gather appropriate information about children. This

includes building strong partnerships with parents and other agencies involved in children's care. This enables staff to have good knowledge of their key children so that they can implement effective strategies to promote their learning.

- Staff organise the learning environment to provide children with opportunities to develop their physical skills. For example, children enjoy building and climbing across the soft play resources. Staff remind them not to build them up too high so that they do not hurt themselves. Additionally, children spend time using collage material to make pictures. Staff support them to safely cut up pieces of fabric with scissors. This enables children to build on their large and small muscle skills.
- Overall, children behave well. Staff put strategies in place to encourage children to take turns, such as playing games and through daily interactions. Children demonstrate what they have learned by independently sharing the resources with their friends. They respond appropriately when staff intervene to help them to regulate their feelings. However, staff do not extend this to enable children to develop an understanding of the impact of their behaviour on others. This does not fully support children to understand the consequences of their actions.
- Staff support children to develop their mathematical skills. For instance, as children play with wooden puzzles, staff use this opportunity to help them to recognise the numbers. When children are unable to find the correct number, staff implement different strategies to help them. This includes counting the numbers sequentially and encouraging children to look at the colours and shapes of the pieces. This enables children to build on what they already know.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support children to develop an understanding of how to keep themselves safe online
- enhance staff practice to develop a more consistent approach to helping children to understand the impact their behaviour has on others.

Setting details

Unique reference number	113840
Local authority	West Sussex
Inspection number	10350889
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	36
Name of registered person	Worth Park Playgroup Committee
Registered person unique reference number	RP523723
Telephone number	01293 611 148
Date of previous inspection	10 September 2018

Information about this early years setting

Worth Park Playgroup registered in 1973 and is in Crawley, West Sussex. The playgroup is open Monday to Friday from 8.45am to 2.45pm, term time only. It employs six members of staff, all of whom hold a level 3 qualification in early years qualifications. The playgroup receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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