

Inspection of Penhill Playgroup

Guide Hall, 5 Penhill Road, Lancing BN15 8HA

Inspection date: 17 July 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

Children thoroughly enjoy coming to the play group and spending time with their friends. Staff work very hard to build positive relationships with children. This helps children feel safe and secure. Staff provide a curriculum which engages all children with their learning, including children with special educational needs and/or disabilities (SEND). Staff use their knowledge of children to plan a range of exciting and stimulating activities which engage and motivate children to learn. For example, staff prepare an activity where children must dress in clothes that are appropriate for a type of weather. Children delight and giggle as they competently buckle up a shoe and button up a coat. Children demonstrate a good level of independence that prepares them well for starting school.

Staff have very high expectations for children's behaviour. Children respond very well to staff when they are reminded of the rules, such as 'being kind to our friends'. Staff model kindness, respect and patience. They listen carefully to what children are saying and consider their opinions and thoughts. Consequently, children feel valued, and self-esteem is high. Staff effectively support children's understanding of sharing. They provide sand timers which children use to regulate turn-taking with others.

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

- The manager is passionate and dedicated and has a strong vision for the setting. She supports staff extremely well as they strive to make children at the heart of everything they do. Additional funding is carefully used to purchase resources and experiences that give children, including those with SEND, the opportunity to effectively engage in their learning. As a result, all children make progress from their starting points. Staff report that they are well-managed and feel valued and listened to.
- Communication with parents is strong and parents enjoy being invited into the playgroup to contribute to their children's learning. They appreciate the regular newsletters and have good relationships with staff. Parents are regularly updated with the topics that their children are learning.
- Staff engage children in conversation throughout the day to encourage children to practise their communication skills. Generally, staff support children to ask questions and give their own opinions. However, there are times when some staff do not give children enough time to respond to questions before quickly asking another question. Consequently, some children do not process what is being asked and do not have the opportunity to contribute their own thoughts.
- Children concentrate well during adult-led activities and maintain a good level of attention. They demonstrate good fine motor control with scissors, painting activities and threading. They use their own ideas as staff support them to

create model aeroplanes which they fly in the garden. Children use their imaginations well in a role-play area that staff have provided for them based on children's discussion about forthcoming summer holidays. They invite the inspector to sit on their 'aeroplane' and kindly ask 'where would you like to go?'

- Children show a good understanding of the day's routine which is implemented by staff. This helps children to understand what happens next, which supports their emotional well-being. However, during personal care routines, staff do not always provide privacy for children when changing their nappies.
- Children's emotional and physical development are prioritised by staff. Children enjoy daily opportunities to play in the garden where they benefit from running around in the fresh air. Staff provide children with outings to local parks and trips to the museum on a bus. They teach children about healthy lifestyles and self-care, for example, through toothbrushing. Children choose from a range of healthy snacks and talk about their favourite fruit and vegetables that they enjoy at playgroup.
- Staff plan a learning environment that successfully engages children in their play. Children are highly motivated to play and learn. For example, staff introduce some mathematical teaching into children's play as they jump off a trampoline. Children estimate the number they will land on and use concepts, such as 'near', 'far' and 'further'.

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:

- improve teaching to make sure children consistently have enough time to process information and share their own thoughts and ideas
- support staff to provide children with privacy when changing their nappies.

Setting details

Unique reference number	113638
Local authority	West Sussex
Inspection number	10355231
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	30
Number of children on roll	28
Name of registered person	Penhill Playgroup Committee
Registered person unique reference number	RP519635
Telephone number	01903 767513
Date of previous inspection	22 November 2018

Information about this early years setting

Penhill Playgroup registered in 1992. The playgroup employs five members of staff, four of whom hold relevant qualifications at level 3. The playgroup opens from Monday to Friday, during term time. Sessions are from 9am to 12 midday. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tina Lambert

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 provided the inspector with a selection of documentation including staff suitability records.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 took account of the views of parents.
- 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.

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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