

Hollingbury Park Playgroup

Inspection report for early years provision

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Inspection date

17/03/2011

Inspector

Christopher MacKinnon

Setting address

Tennis Pavilion, Hollingbury Park, Ditchling Road, Brighton,
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Telephone number

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hollingbury Park Playgroup first opened in 1970. It operates within new purpose built premises in the Hollingbury area of Brighton and Hove. Children have access to a large main play area and a smaller teaching room. A covered deck play area is also used, with access to a secure outdoor play area. The setting is open from Monday to Friday from 9am to 3pm, during term times only. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children aged between two and eight years may attend, with no more than 40 in the early years age group. The setting currently has 49 children on roll, and all are in the early years age group. The setting receives nursery education funding for children aged three years and older. The setting is able to care for children with learning difficulties and/or disabilities, and for children with English as an additional language. There is a staff team of six and all have childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is effectively organised and a confident staff team provide consistent support for individual children's development. Children enjoy a highly stimulating play and learning environment, with an excellent range of play materials and resources provided. Staff are also highly consistent in their use of observation and assessment and children make excellent progress with their learning. Overall, children's welfare needs are effectively promoted. The setting builds close relationships with parents and other carers and staff have a well organised approach to self-evaluation, and promoting improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of children's hours of attendance. 31/03/2011

To further improve the early years provision the registered person should:

- develop and widen the range of learning opportunities provided for children in the outdoor play area.

The effectiveness of leadership and management of the early years provision

The setting is well managed and staff are clearly aware of their roles and responsibilities. A well organised plan of development and range of improvement initiatives are ongoing within the setting, following its recent occupation of new, purpose built day care premises. The staff team are all trained and experienced, and are enjoying being able to present learning in a well planned play environment; with opportunities to further promote their already sound and established practice. The setting has a consistent understanding of safeguarding children, and clear written guidance is available, to help staff maintain effective safeguarding procedures. The setting's documentation to support safety is generally consistent, but some inaccuracies in the recording of children's hours of attendance result in a partial breach of a specific welfare requirement.

The setting has several strong and highly consistent elements within its practice, particularly with the presentation of a highly stimulating range of play and learning resources. Considerable care is taken to present a range of play areas that are attractive to children, and promotes their interests. For example, there is an excellent numbers and problem solving area, and a well planned play-space also for assembly and construction activities. A spacious central role play area is also a significant feature, which is outstanding in its facility to offer a considerable amount of imaginative and creative learning. The new premises provide children with many excellent opportunities for free flow play, and to take activities out onto the setting's covered deck area. A purpose built outdoor play area and garden, is also now able to be used by the children. Due to its newness, the development of outdoor learning is now being prioritised by staff. And the development of a wider range of learning opportunities outdoors, is the setting's main area for improvement.

The setting demonstrates a consistent an inclusive approach to supporting individual children's development and maintaining good standards in its reflection of diversity and other cultures. Staff continually assess the effectiveness of the play programme, and make frequent appraisals of how individual children respond to the play environment and make progress. The setting also follows a clear development plan, and has conducted a full self-evaluation of its practice. Staff key persons work effectively with parents and other carers, and take care to establish close relationships that contribute effectively to children's welfare and learning. For example, children's home interest sheets and parental questionnaires are well used to strengthen the link between home and pre-school. The setting has made useful links with a local school and several nearby day care settings, which helps to support children's extended learning, and transition to their next stage of learning.

The quality and standards of the early years provision and outcomes for children

The setting makes excellent use of planning to successfully support children's enjoying and achieving. A highly organised system is in place that provides activities that focus on the six areas of learning, and ensures the presentation of a supportive range of resources. Staff key persons are also involved in the planning, and children's individual interests and individual learning needs, are also effectively considered. Staff take care to teach and engage children in a highly successful way, with many opportunities provided for one-to-one learning, with challenging puzzles and assembly tasks, for example. Often children choose to do their own active learning, and staff show excellent skill in encouraging children to create their own games and be inventive with their play. Children also greatly enjoy being part of small groups, where they can join in and learn together. The observation and assessment of children is highly organised. Key persons closely monitor their children's progress and development, using clearly organised progress books for each child, which they can share with parents. Staff also make frequent observations that take note of individual children's achievements; and detailed descriptions and photographs are also used to show children's involvement in all aspects of the play and learning curriculum.

Staff give close consideration to encouraging children's confidence, and are able to calmly manage their behaviour. Children are effectively helped with sharing and taking turns, and are also involved in tidying up. During group activities such as play dough sessions and circle times, for example, children are well encouraged by staff to develop their social learning and awareness of others. Staff successfully help children to feel safe and included within the pre school. Staff follow clear procedures to keep children secure, and the setting has a well organised range of safety measures, and thorough range of risk assessments are in place.

Staff make sure children's health and development is successfully promoted, and understanding about healthy foods and eating, is well included in the play programme. Staff also promote children's awareness of health, with a range of activities based on learning about our bodies and how we grow. Children benefit greatly from the setting's easy access to outdoor play and learning. Children's physical development is consistently well supported, particularly when staff join in and have fun during expressive play and invented games with the children.

The setting's well prepared play environment and access to interesting resources, provides many opportunities to successfully promote children's skills for future learning; and this is a particularly strong and outstanding aspect of the provision. Children's skill with communication and language is excellently explored. Children greatly enjoy looking at books, and have frequent story times, to promote their interest in reading and the printed word. Many opportunities are also provided for mark making, and staff successfully help children to develop their writing skills and confidence with letters. Children's skills with reasoning and problem solving is also highly consistent. For example, children enjoy working together in the assembly area, creating and building their own structures. Children also learn about shapes, numbers and sizes, effectively guided by staff, and children also learn about

sets and measuring. Opportunities for creative development are highly prevalent, with painting and exploring texture in the setting's art crafts area. Many imaginative games and dressing up activities are also encouraged, and children make excellent use of the setting's generous selection of role play resources to successfully generate their own child led play, such as being builders or having pretend meals and picnics.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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