

Hollingbury Park Playgroup

Hollingbury Park Pavilion, Ditchling Road, BRIGHTON, BN1 7HS

Inspection date

11/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The staff team are experienced, well established and knowledgeable about how children learn through well-planned play experiences.
- There is an effective key person system that means supportive relationships are built with the children and their families.
- The playgroup is very well organised so children know exactly where to find things and take them wherever they want to use them.
- Lunch times are very calm and staff use them as a valuable opportunity to engage in conversations that encourage a rich use of language and thinking.

It is not yet outstanding because

- Although there is a good selection of books available to children there are few other examples around the setting of how else text can be used.
- There are some missed opportunities for children to understand and use technological equipment, as their experience of technology is largely based upon plastic replicas of the real thing.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities indoors and in the garden.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and policies.
- The inspector had discussions with parents and staff.

Inspector

Jill Steer

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Full Report

Information about the setting

Hollingbury Park Playgroup first opened in 1970 and re-registered in 2013 under new, private management. It operates from one large room and a smaller room in purpose-built premises where children also have access to an outdoor play area. The playgroup is situated in the Hollingbury area of Brighton, East Sussex. It is open each weekday from 9am to 3pm during term time only.

There are currently 45 children aged from two years to under five years on roll, some in part-time places. The playgroup currently supports a number of children with special educational needs and/or disabilities. This playgroup is registered on the Early Years Register.

There are seven members of staff, most of whom hold appropriate early years qualifications at level 3. The manager is qualified to degree level. The playgroup provides funded free early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- strengthen children's knowledge and experiences of real technological resources, such as cameras and mobile phones
- expand opportunities for children to see a wide range of text in their environment, such as labels and signs.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Many of the activities children engage in involve the use of their imaginations. Staff very much encourage this as a means of supporting children's learning through their interests. For example, they convert the woodland area into a pirate ship as children became interested in pirates. A Jolly Roger sail is suspended from a tree while one group of children sit on upturned crates and row the boat along with brooms for oars. A member of staff accompanies them and counts a rhythm for them to coordinate their rowing to, while they consider where they might end up. Another group of children look through plastic pipes for any other ships but only see dinosaurs. A member of staff supports this further

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interest by naming lots of dinosaurs, what they look like and what they like to eat. This instinctive teaching from experienced staff is very effective in helping children reach their best potential in a rich learning environment. Staff continuously make notes of what the children are doing and saying, as well as taking photos of them. They keep individual records for each child of their progress and identify ways forward to further challenge them. The progress checks at age two years take place soon after children start at the setting, so early intervention can be arranged for any children not achieving as expected.

Children spend a lot of time deciding for themselves what they will do and staff are on hand to support them. This provides a good balance of adult-led and child-directed learning. Staff continuously talk to children, offering explanations and asking questions to provoke children to think and predict outcomes. They use appropriate language and terminology for children such as mathematical terms. They talk about distance and positioning when they are rowing and while aiming balls. Children develop their coordination and spatial awareness by throwing different-sized balls into containers. They take their time to aim and giggle as staff miss the target but proudly announce when they have scored. Reading is encouraged all the time so that as children run around outside they stop to read when they notice books in the play house and staff offer to help. However, there are few examples of other uses of writing such as labels or signs around the setting, for children to understand the value of text. Everything growing outside has been planted by the children so they are learning about horticulture and growth. It involves them using tools and physical skills and finding out how to make things grow. Children enjoy music and singing and initiate their own games of musical statues, dancing until the music is stopped by one of them pressing the pause button on the music player. However there are few other real resources for children to use as most are plastic replicas such as telephones and cameras. Parents are involved in children's learning from the beginning as they share what they know their child can do as a basis for the planning. They regularly look at their child's development records to see the progress they are making and share what the children have been doing at home.

The contribution of the early years provision to the well-being of children

At the beginning of each academic year the children help compile the golden rules that will guide them on how to behave. They learn to be considerate and polite, and staff role model this behaviour. They treat children with respect and build good relationships with them so they settle well and become self-assured. Children are aware of the effects of their behaviour and take time to consider the impact of what they have done on their friends, as they learn a lot about feelings. The key person system pairs staff members who share the role for a group of children. This means one of them is always there when children need their support and to liaise with their parents. The staff work in partnership with parents to help children settle when they start, tailoring the sessions to meet individual children's needs. Some only attend a few short sessions while other parents prefer their children to have a longer settling-in period. Children therefore become confident and motivated to learn within supportive relationships.

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Staff help children consider ways to lead a healthy lifestyle through exercise and healthy eating. They discuss the food they eat and where it comes from, such as different-coloured tomatoes picked from a garden. Staff sit and eat their lunch with the children so they engage in many interesting conversations. They discuss the food, their health and activities they have enjoyed with their families. Children know when to wash their hands and why they do it, and manage their self-care skills independently. This forms part of their preparation for going to school, along with opening their lunch, eating whole fruit not cut into pieces, and dressing and undressing themselves. Staff help them by putting all their shoes together and each child has to find their own pair. They learn which way round to place them so the toes are pointing inwards, which means they can go on the correct foot. Children enjoy being active, kicking balls, running and balancing, and finding out how it affects their bodies. For example, when children tell staff they are too warm, staff ask how they can cool themselves down, which they know means taking off their jumper. The well-organised room has the good quality resources arranged into specific areas such as role play, construction, quiet areas and crafts. This means children know where to find things so they can be in control of what they are doing. Staff provide guidance on handling equipment safely such as demonstrating how to carry the chairs so they do not hurt themselves or the others.

The effectiveness of the leadership and management of the early years provision

The staff are guided in their practice by a set of policies and procedures that underpin their work. As an established staff team they implement them very well and understand the philosophy behind them. They know the importance of safeguarding children and how to recognise signs that they may be at risk. Staff are confident to report their concerns including about any colleagues, so children's welfare is safeguarded. Staff are supported well by the manager who meets each of them regularly to discuss their ongoing development. Future training needs are discussed and arranged to benefit the quality of the teaching of individual staff members and the team overall. This in turn improves the provision for children's care and learning. The experience of the staff is evident in the confidence they have to continually evaluate and adapt their practice for the benefit of the children. They imaginatively and creatively plan for each child's learning and progress so they become eager and active learners, ready to move on to school. Any concerns about children's progress are quickly identified and staff have established contacts with other professional agencies to give additional support to those children who may need it. The setting works in partnership with other settings some children attend so they can compare children's progress across the settings and at home, to complement each other.

Parents whose children attend the setting can become directors, so they can directly influence how the setting operates. Their views are valued and an annual questionnaire invites them to contribute their opinion. Information is shared with parents via a website and notice board as well as newsletters and discussions with key staff. Parents comment that they are very happy with the progress their children make and the information they receive. Many parents sending children to the setting also attended when they were small and remember with affection some of the staff members who still work there today.

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What inspection judgements mean

Registered early years provision

Grade Judgement Description

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY453048
Local authority	Brighton & Hove
Inspection number	905559
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	45
Name of provider	Hollingbury Park Playgroup Ltd
Date of previous inspection	not applicable
Telephone number	01273551847

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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