

# Worth Park Playgroup

Inspection report for early years provision

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**Unique reference number**

113840

**Inspection date**

18/10/2011

**Inspector**

Kerry Iden

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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

Worth Park Playgroup is a committee run playgroup. It first opened in 1973 and operates from a church hall in Pound Hill, Crawley and serves the surrounding areas. The group have access to a large hall and kitchen and toilet facilities.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children from two years may attend at any one time. There are currently 40 children on roll and the setting receives funding for nursery education. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The playgroup is open from 9.30am till 12.30pm Monday to Friday, during term time. The playgroup employs six members of staff. Of these, four hold appropriate early years qualifications and one is working towards a level three qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the group and show a keenness to be there. Staff also show their contentedness in their work and demonstrate their awareness of each child as an individual. Children are settled and making good progress, although outdoor play opportunities are not a regular feature. There are strong partnerships in place with parents which are being extended well to others involved in the children's development. Through some evaluation within the setting documentation is being updated and reviewed and contains sufficient detail in most areas. Leaders have an accurate understanding of areas for improvement. However, the whole staff team have positively focused on prioritising improvements within the setting, which will have the greatest impact on the children.

## What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment, clearly stating anything with which a child may come into contact with, when it was carried out and by whom, the date of review and any action taken following a review or incident (Documentation)

18/11/2011

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

- develop children's opportunities for learning in an outside environment
- develop systems of staff appraisals to identify the professional development and training needs of individual staff members.

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

Children are safeguarded effectively because staff have a good understanding of child protection procedures and one of the leaders acts as the designated person, taking overall responsibility in this area. The setting is made secure through the times of operation, although children are still well supervised in communal areas of the building. Staff identify some risks to children through a checklist completed each morning, although a record of all risk assessments is not maintained as required under the welfare requirements. The staff work collaboratively with parents to ensure the safe collection of children from the setting. There is a secure system for the recruitment of new staff and the leaders take responsibility in ensuring all appropriate checks are undertaken and recorded. However, systems for appraisals to assess individuals' areas for development and further training have not yet been established.

The staff work well as a team and have more recently been focusing on areas for development to bring the setting in line with the Early Years Foundation Stage. They have a good understanding of strengths and weaknesses of the setting and have been prioritising those that have the biggest impact on the children. They evaluate the changes they make, such as their systems in planning and recording observations and next steps in children's development to ensure new systems are effective. The staff value feedback from external agencies and work towards implementing suggested changes. Parents are kept informed of any changes through newsletters, ensuring all parents have coordinated, up to date and accurate information. The staff continue to be reflective in the deployment of resources and have invested in new equipment which promotes children's use of technology and their interest in natural resources. Children self select additional materials from those in storage around the different areas of the hall, to develop their play. Some show high levels of confidence, as they ask staff for additional resources from the cupboard. All equipment is of good quality and fit for purpose, the environment is conducive to learning, safe and well cared for.

The staff are establishing good links with parents to enable them to gain an awareness of each child's background and individual needs. Those with English as an additional language are supported and staff work collaboratively with families, and where necessary, interagency teams, to ensure each child gets the support they need. Children are able to value others within the group and through some activities and resources are starting to be aware of the lives of others. The setting is keen to promote friendly, informal relationships with all groups of parents, who report on the success of previous children in the group or how new children have settled very quickly. Systems such as newsletters ensure all parents are informed of general information in a timely manner and daily displayed information gives

parents the opportunity to ask their children about specific events each session. Through the sharing of children's learning journals, parents are kept fully informed with tailored information about their child's development. Partnerships are successfully being extended, including very good links with local schools to support children's transition to school. Similarly, the staff are developing links with other settings children attend, to ensure a collaborative and supportive approach to children's development.

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

Children enter the setting enthusiastically and leave their parents with ease. They make independent choices about their play before a brief registration time where children take notice of their surroundings, identifying changes to equipment and resources. Children show good levels of confidence throughout the session. Established children know each other and staff members well and those recently started in the provision are starting to form their friendships. The staff are relaxed and effective in their teaching. They join in with child led play using quality open ended questions to enhance children's learning further. All children have a dedicated key person; they have a good understanding of their children and take responsibility for completing records of observations. Key workers focus on next steps in children's development and share these amongst the staff team, enabling children to be supported by all staff members.

The children feel and are safe and secure within the setting. They know what is expected of them and follow the consistently applied rules when using equipment, such as climbing frames to ensure their safety. Children are able to use real tools for different tasks and do so safely without the need for adult prompts. For example, as they carve pumpkins with safety knives, they are able to achieve their desired results and some comment on how they need to keep their fingers back. Children also understand the importance of the good hygiene practices employed. They all know to wash hands when returning from the bathroom and independently use the hand gel when snacks are made available. Although the setting doesn't offer the children an outside space, which does impact on some aspects of their learning, staff organise a varied range of physical activities within the setting to help develop coordination and movement. Through regular cooking activities and discussion around the snack table, children understand the benefits of healthy foods. They enjoy a wide selection of fruits and snacks, some of which they have made, for example, the recently made bread and pumpkin cake relating to current discussions.

Children are developing well in their communication, literacy and skills relating to information and communication technology. Staff support children's conversational skills to give them confidence. Children have many opportunities to enjoy shared stories or access a well displayed selection of books which promotes independent reading. Stories come alive through group times where puppets and props are used to make the story interactive. Children are becoming adept at using technological equipment. They use cameras and video recorders as they record

different activities, such as the pumpkin carving or demonstrate their skills changing programmes and following instructions on the computer. The behaviour throughout the session is good, children respond well to any instructions from adults and are able to share and play alongside each other well. Through group times, children are able to sit quietly; respectfully listening to comments made by others, with only a few reminders when children become excited over favourite resources. Therefore, everyone is able to make a positive contribution to the setting.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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