

Mayflower Playgroup

Inspection report for early years provision

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Inspector Teresa Elkington

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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*.

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Description of the setting

Mayflower Playgroup was established in 1973 and registered at its current premises in 2010. Mayflower Playgroup is a registered charity run by the Evangelical Free Church in Haywards Heath, West Sussex. It operates from within St. Wilfrids C of E Primary School, Haywards Heath. Children have access to a designated classroom, hall, secure outdoor play area and playing fields. The premises are wheelchair accessible.

The playgroup is registered on the Early Years Register to care for 20 children in the early years age group from two to five years. Currently there are 38 children, aged from two to four years on roll. This includes three and four-year-old children who receive funding for nursery education. The playgroup is open on Mondays to Fridays from 9.15am until 12:15pm during school term times. Afternoon sessions are available during the spring term on Tuesday and Thursday from 1pm to 3.30pm.

The playgroup currently supports a number of children with special educational needs and/or disabilities, and children who speak English as an additional language. Children are drawn from the surrounding urban area. There are seven permanent members of staff. Of these, six hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are offered an excellent range of innovative learning experiences that capture their imagination and support their learning very effectively, ensuring that they make excellent progress towards the early learning goals. Partnerships are very strong, due to the setting working constructively and cohesively with both parents and other childcare professionals, ensuring the individual needs of children are fully supported. Due to the ethos of reflective practice, continuous improvement is highly evident throughout all areas of the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- refine planning to progress children in their individual interests and abilities.

The effectiveness of leadership and management of the early years provision

Children's safety is paramount in the playgroup. Staff have an exceptionally confident knowledge and understanding of safeguarding issues, which is supported by thorough policies and procedures and their attendance at child protection training. Rigorous recruitment, vetting and induction procedures help to ensure that children are protected. All of the required documentation, policies and procedures to support children's welfare are in place, maintained to a very high standard and stored effectively to ensure confidentiality. Children enjoy warm and caring support from all staff and explore their play environment freely, as all parts of the setting are effectively risk assessed to reduce any potential hazards. Children's good health and well-being is promoted exceptionally well, due to the staff's understanding of the relevant procedures, for example, when administering medication and dealing with accidents within the setting.

The positive relationships forged between committee members, staff and parents, ensures that practice within the setting is influenced well. Excellent systems are in place to ensure ongoing self-evaluation of the provision, which enables both the committee and the staffing team to put into place well-focused plans to develop the quality of the service provided. High emphasis is placed on the ongoing development of the staffing team through the use of appraisals and training programmes. Staff members are exceptionally well deployed at all times, which enables children to be fully supported, encouraged and challenged through all their learning and play experiences. Staff work exceptionally well as a team and work together to create a stimulating and attractive environment for all to enjoy. Resources throughout the setting, such as open storage and the excellent organisation of the learning areas, promotes independence very well as children are encouraged to self-select and initiate their own choice of play.

Children thrive in a highly inclusive setting where they learn about equality and diversity at a level that they are able to understand, which develops their knowledge of the world in which they live. There are highly effective systems in place to support children with special educational needs and/or disabilities, for example, the setting is pro-active in accessing support from other agencies to ensure that individual play plans are put into place which ensures that their individual needs are effectively highlighted and met. The setting are able to support children and families for whom English is an additional language, ensuring that they are fully integrated and feel a sense of belonging within the setting.

High emphasis is placed on partnerships with parents in the setting. There are excellent opportunities for the sharing of information with parents. For example; through the use of well-presented notice boards both inside and outside of the setting, ongoing discussions with key persons, regular newsletters, and access to policies and procedures. An equal partnership to learning is fully adopted and embraced between both parents and staff; informal and formal opportunities are available so that information can be exchanged alongside key persons as to achievements and progress of development both at home and within the setting. Opportunities for parents to extend and support children's learning within the

home, are provided through activity packs and the use of character dolls, which enhances and supports a partnership approach to learning. Comments received from parents highlight the welcoming and inclusive atmosphere, support of the staffing team and the excellent systems that are in place to ensure ongoing communication between parents and staff. The setting is pro-active in forging links with other providers of care to ensure that children's individual needs are fully supported and a consistent approach applied.

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

Children flourish within the highly stimulating child-orientated environment due to the effectiveness of the highly qualified and experienced staffing team. Skills of independence are fully enhanced, for example; they address their own personal hygiene needs and freely select their play resources to enable them to follow their interests and desires. Children form very strong bonds with their peers and also the staff members, for example, children delight as staff play alongside enabling them to make the most of their learning opportunities. Children receive one-to-one support to ensure that they are fully integrated and their needs are met effectively. Behaviour is exceptional. Children are fully aware of their surrounding and how to conduct themselves in a safe manner. Children have the confidence to seek support from the staffing team as required, this shows that they feel safe and are confident to confide in adults.

Children develop a high level of understanding of the need for a healthy lifestyle. They enjoy a sociable snack time where they independently select and prepare their choices from the healthy options available. They show a true understanding of their bodily needs as they independently access their drinking water throughout the sessions. Children have countless opportunities for physical play both within the large hall and the secure garden. For example, children steer bikes and scooters with skill as they progress along the pretend road, they show delight as they blow bubbles which they then enjoy catching. Children use tools with exceptional skill, for example, as they cut out bones for their skeleton pictures with scissors and as they roll and cut shapes from modelling dough.

Children's sense of belonging is fully embraced. They display their work on their own notice board and thoroughly enjoy helping to take photographs of their own master pieces. Children learn about their community and the wider world through activities, such as visitors to the setting and innovative activities, for example; setting up their own recycling station promoting children's awareness of sustainability. They see the printed word in their own language and that of others promoting their awareness and respect of differences.

Children have many worthwhile opportunities to explore and use an extensive range of technological equipment. They show increasing skill as they operate the mouse on the computer and independently navigate their way through computer games. Children's use of books is fully enhanced as they use the welcoming and well-resourced book area, where they have access to big books alongside fictional

and non-fictional reading matter. They enjoy group story times and show delight as they become the story teller. Children have access to a vast range of resources to develop and enhance their skills in mark making. They spontaneously write their names on their work and select their names as part of self-registration. Children's awareness of mathematical concepts is fully embraced through an extensive range of well-planned activities and resources. They take part in a vast array of cooking activities to promote and develop their use of weights and measure. Children's developmental progress is exceptionally well documented. Staff acquire information from parents as to children's starting points and use this effectively to plan for children's next steps and the development of individual play and learning plans. Staff highlight that planning is an area that is always evolving to ensure it meets the needs of individuals at all times. Overall, children flourish in an environment where they are fully supported by a team of highly skilled practitioners and thrive as they thoroughly enjoy their play and learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

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

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