



Ruskington Rascals Playgroup

Inspection report for early years provision

Unique Reference Number	EY309842
Inspection date	03 March 2006
Inspector	Anne Barnsley

Setting Address	The Village Hall, Parkfield Road, Ruskington, Sleaford, Lincolnshire, NG34 9HS
Telephone number	0796 543631
E-mail	
Registered person	Linda Ashby
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Ruskington Rascals Playgroup has been privately run by the current manager since 2005. It operates from Ruskington village hall in Ruskington, Lincolnshire. A maximum of 26 children may attend the group at any one time. The group is open for morning sessions Monday to Friday from 09.10 until 12.00 and afternoon sessions on Tuesday and Wednesday from 12.30 until 15.00 during term time. Facilities include a large playroom, toilets, storeroom, kitchen and a secure outdoor play area.

There are currently 45 children aged from two and a half to under five years on roll. Of these children, 26 receive funding for nursery education. Children come from the local area to attend the group. The playgroup supports children with special educational needs.

The playgroup employs 7 staff. Four of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well by staff who effectively follow the provision's comprehensive health and hygiene procedures. The staff hold current first aid certificates and therefore can deal with any accident effectively. Children are able to rest or sleep in the comfortable book area.

Children's dietary needs are met effectively by staff and parents sharing information. Children gain a good understanding of healthy eating through topics, baking activities and discussion. They enjoy a variety of nutritious snacks including fresh fruit, home-made popcorn and toast. Water is available for children to help themselves to as they wish, ensuring that they do not become thirsty.

Children have excellent opportunities to take part in a good range of challenging and energetic physical activities that contribute to a healthy lifestyle through effective planning, use of outside play areas and good resources. Children have fun whilst developing their large muscle skills and hand-eye co-ordination, for example by using pedal toys, climbing and balancing on the wooden play equipment and joining in parachute games.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well maintained, welcoming environment which is safe and secure. The risk of accidental injury to children is minimised through staff's well organised checking routines, the active supervision of children and the effective use of risk assessments.

Children use a wide range of clean, stimulating and developmentally appropriate toys and equipment. Children develop their independence as they move freely and safely around the room because activities are set out so that clear walkways are maintained and physical play equipment does not present a hazard to children who are working at tables. Children's understanding of safety is developed well through familiar daily routines, the clear guidance and support from staff, and visits from people related to topics and themes about safety.

Children are well protected by staff who attend relevant training, have a good

awareness of child protection procedures and know how to put these into place should they have concerns about the welfare of a child.

Helping children achieve well and enjoy what they do

The provision is good.

The care, learning and play experiences for children in the pre-school are very good. Children arrive happy and are confident to leave their parent or carer and eagerly engage in play of their choice. Staff and children interact extremely well with each other. Children under three are cared for in the same room as older children. Staff have not yet accessed training to develop their use of the "Birth to three matters" framework to ensure that young children are making progress in all areas, however, all children are confident and enthusiastic. They concentrate very well as activities are planned taking account of children's individual stages of development and their varying interests so that they learn whilst having fun. There is a good balance of adult led and child initiated activities which promotes choice and independence.

Nursery education.

The quality of teaching and learning is good. Children make good progress in their learning because practitioners have a thorough knowledge of the foundation stage curriculum, recognise how individual children learn most effectively and challenge them appropriately. All the staff are involved in planning and assessments. They use their knowledge of the children through observation to plan a stimulating curriculum. The records of assessments of children's learning effectively demonstrates children's progression towards the early learning goals. This information is shared with parents on request.

Children have a positive attitude to learning, show good initiative and enjoy making their own decisions. They concentrate well and persevere with tasks showing high levels of confidence and self-esteem. Staff skilfully support children and give them time to complete projects.

Staff read stories expressively. Children listen attentively and respond with excitement. They actively contribute to discussions, listen to each other and ask questions, for example during circle time. Children enjoy writing for a variety of purposes and many are able to recognise and write correctly formed letters and numbers. Mathematical language is used by children across the curriculum, as are problem solving skills and the idea of pattern. Children have many opportunities to explore, gather information and satisfy their curiosity through first hand experiences which helps them make sense of the world. For example, they bring things from home to put on the interest table. They use scissors with increasing skill and are helped as needed by staff. The use of magnifying glasses, magnets and tools develop children's investigative skills. Children respond well to the questioning techniques of the staff which extend and consolidate their learning.

Staff value children's creativity and encourage them to express themselves imaginatively. This enables them to make connections between one area of learning and another. They enjoy mixing paints to create new colours, making shapes and

cakes from play dough and acting out stories and life experiences in the home corner. Children listen and move to a wide variety of music from pop to classical and enjoy using musical instruments and singing.

Helping children make a positive contribution

The provision is good.

Children feel a sense of belonging and all take an active part in the life of the pre-school. Staff know the children well and raise their self-esteem by cherishing them as individuals. Children develop a positive attitude and respect for others through the staff being very good role models. Children increase their awareness of their own and differing cultures through planned activities such as celebrating Dwali and Christmas and accessing resources that show positive images of culture, ethnicity, gender and disability. Children particularly enjoy visits from people in the local community such as musicians, a vet and a nurse. Resources that expose children to the wider world are limited in some areas.

Children behave very well. They have a routine that is familiar to them and they know what to expect and what is going to happen next. Staff keep children very well informed of what they will be doing so that children can experience excitement and fulfilment. Children are happy and occupied and play harmoniously as a group. They respond very well to staff and are helpful and considerate.

The partnership with parents is good. Staff ensure that parents have access to their child's records and assessments so that they can contribute to their child's learning if they wish. Parents take an active role in fundraising and sharing any skills they have with the children. Staff keep parents well informed about pre-school issues by sending regular news letters home, and also providing parents with a notice board for other interesting news.

The social, spiritual and cultural development of children is fostered.

Organisation

The organisation is good.

Children's care is enhanced by the pre-school's comprehensive policies, procedures and efficient organisation which support everyday practice well. Effective recruitment and vetting procedures, on-going staff meetings and training ensure that children are well protected and are cared for by staff who are enthusiastic, knowledgeable and clear about their individual roles. This results in a happy, committed staff team who work very well together under the strong leadership of the manager. Effective deployment of staff who have warm, friendly relationships with the children allows them to feel secure and develop a strong sense of their own self-worth.

The quality of leadership and management of the nursery education is good. The manager and deputy form a highly motivated partnership who lead by example and inspire the staff to provide good quality care and education for the children. The

pre-school has clear aims and objectives. The effectiveness of what the staff and children do is regularly reviewed and evaluations are used to make improvements to teaching and learning. Annual appraisals are used to identify training that will further develop staff's knowledge and understanding and so increase the progress children are making towards the early learning goals.

The pre-school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop staff's knowledge of the "birth to three matters" framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children have exposure to all areas of diversity and the wider world.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk