



Ripplings Playgroup

Inspection report for early years provision

Unique Reference Number	401771
Inspection date	09 January 2007
Inspector	Christine Lynne Hodge
Setting Address	All saints Church, Ripon Road, Plumstead, London, SE18 3PS
Telephone number	0208 854 3628
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Registered person	RIPPLINGS PRE-SCHOOL
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?

Ripplings Pre-School opened in 1972 and is a Greenwich Preschool Learning Alliance group run by a parent committee. The group operates from a porter cabin building located in the grounds of All Saints Church, Plumstead in the London borough of Greenwich. The pre-school serves the local and surrounding areas.

The pre-school opens five days a week during school term times. Sessions are from 09:30 until 12:00. There are currently 15 children from three to five years on roll of whom 12 are receiving nursery education funding. Children attend for five mornings a week. The setting currently supports a number of children with special needs and who speak English as an additional language.

Three full-time staff work with the children. The play supervisor has a Diploma in Pre-School Practice, Level 3 and two staff hold Pre-School qualifications from 1980 and 1988.

The setting receives support from an Early Years Advisor and is a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Health and hygiene is generally well promoted within the setting. Children are learning about the importance of good personal hygiene by being encouraged to wash their hands with anti bacterial soap after going to the toilet, however, children are at possible risk from germs as they do not wash their hands before snack time. There is an effective sick child policy to ensure that children are protected from the spread of infection. For example, children with sickness and diarrhoea are excluded from the group for 48 hours. Although the main hall is clean, during the inspection the kitchen and toilet areas were rather grubby due to building work taking place. Medication and accident records are appropriately maintained. Two trained first aiders together with two fully stocked first aid boxes ensures that children are cared for appropriately in the event of accidents occurring.

Although the playgroup does not have access to an outside play area children take part in daily activities which help them to promote their all-round physical development. These include use of the climbing frame/slide and activities such as dancing and music and movement. Children benefit from generally healthy snacks and drinks. Staff work in partnership with parents to ensure that children's medical and cultural needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure and welcoming environment. The hall is well organised with designated areas of play to enable children to move around safely and independently. Furniture, equipment and play resources are in good condition and meet the needs of the children attending. There are effective procedures in place for the safe arrival and collection of children. Children may only leave the playgroup with an authorised adult. The front door is kept locked throughout the session to ensure that children can not leave the premises unsupervised and to prevent unwanted visitors from gaining access. Daily risk assessments together with regular emergency evacuation drills ensure that children are kept safe. Children are learning about keeping themselves safe through gentle reminders from staff about the dangers of running indoors.

Children are well protected as all staff have been appropriately vetted and have attended a basic child protection course. The named person for child protection has also attended new Safeguarding Children training and demonstrates a clear understanding about the playgroup's role and responsibility for recording and reporting concerns to Social Services.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enjoy their time spent at the pre-school. They enthusiastically take part in a wide range of well planned activities which help to promote their enjoyment and all areas of their development. During the free play sessions children are encouraged to make independent choices from a good variety of resources and activities which include free painting, water and sand play, play dough, puzzles, the book corner, a well equipped role play area, dressing up clothes, writing area, various construction activities, a sensory area, computer and the climbing frame and slide. Children are sociable and are developing good relationships with adults and each other. Staff work well as a team and provide children with a good balance of child led and adult directed activities. For example, children thoroughly enjoy initiating their own play in the role play area but also enjoy taking part in more structured activities such as singing and dancing at circle time.

Nursery Education.

The quality of teaching and learning is good. Adults demonstrate a good understanding of the Foundation Stage and that children learn best through play. Staff work well together as a team and plan a wide range of purposeful activities which are clearly linked to the early learning goals. Children are given lots of freedom to express themselves and make independent choices. Staff are always on hand to support children's play and learning. During the free play session and circle time staff interact well and ask lots of open ended questions to extend children's language development. However, opportunities are sometimes missed during the large group snack time to extend children's learning. An effective keyworker system is in place. A good system for observations is used to allow staff to effectively record each child's progress and plan for the next steps in their learning.

Children's personal, social and emotional development is progressing well. Children are confident in making independent choices. They enjoy learning and are developing good concentration and self help skills. For example, children take themselves to the toilet and at snack time they are encouraged to spread their own crackers with toppings and to wash and dry their cups. However, opportunities to pour out their own drinks are limited. Children are well behaved and play cooperatively together in the role play area, on the computer and on the climbing frame.

Children are developing good listening and language skills and use these confidently to organise their play in the role play area where they have great fun taking turns to be doctors and patients. Children happily talk to adults about real life situations. Children enjoy singing familiar songs and listening to stories in the well resourced book corner. They have good opportunities to practise their writing skills and are able to use a wide range of writing materials. Children are encouraged to recognise their names and to write their names independently on their own work.

Children take part in many activities that support them in developing appropriate early math skills. Daily access to sand and water provides children with opportunities to learn about weight and measurement. Children are matching, sequencing, counting, recognising numbers and learning about shape and size using computer programs, games, puzzles and at song time.

Some opportunities are missed at large group snack time to extend children's understanding of volume and quantity.

Children's imagination and creativity is well promoted through a wide range of different activities. A well resourced role play area encourages children to extend their imagination. Children have great fun singing and dancing, free painting, making collage pictures using a vast selection of resources and building with various construction activities.

Children have independent daily access to the computer and are developing effective mouse and keyboard skills, well supported by staff. Circle time is used to help children learn about the days of the week and the weather. Children enjoy regular visits from the dental hygienist and go on outings to local farms and woodland to help them learn about nature and living things. A good variety of positive image play resources together with the celebration of different festivals help children to learn about other cultures.

Although the playgroup does not have access to an outside play area children take part in a good range of daily activities that help them to develop their all-round physical skills. They have good spatial awareness and develop their large motor skills by climbing on the climbing frame/slide, dancing, throwing and catching bean bags. Children practise their fine motor skills by using a good variety of tools and small equipment such as the computer mouse and keyboard, pencils, play dough tools, paintbrushes, scissors, construction resources and puzzles.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met within the setting. The playgroup welcomes children and families from a diverse community and provides good support to children with special needs and English as an additional language. A flexible settling in system ensures that children are able to separate from parents with as little upset as possible. Child registration forms provide staff with detailed information about each child's race, culture, religion, home language, dietary requirements and special needs. The playgroup has a named Special Needs Coordinator and works closely with outside agencies to support children with learning difficulties and disabilities. As a result all children are valued and respected as individuals. Children are learning about diversity and disability through positive image play resources such as books, puzzles, dolls, role play resources and the celebration of different festivals. Children's spiritual, moral, social and cultural development is fostered.

Staff are kind, caring and act as good role models. They provide children with lots of praise and encouragement to promote their self esteem. As a result children are happy, confident and very well behaved.

Partnership with parents is good. Staff work with parents to meet children's needs. New parents are provided with detailed information about the pre-school. Parents are kept well informed about events and issues at regular parent meetings and on display boards. Children's development records are available to parents on request and staff are always on hand to talk to parents. On leaving the pre-school, parents are provided with folders containing children's

developmental records and samples of children's work from their time at the playgroup. The complaints procedure is in line with the new regulations.

Organisation

The organisation is good.

A committed and enthusiastic staff team work well together to provide a safe and stimulating environment where children can play safely and enjoy learning. Children play in well organised space and benefit from high levels of support. Play resources are effectively displayed and very accessible encouraging children to make independent choices. Rigorous recruitment and checking procedures are in place to ensure that all adults working with children are suitable to do so. The playgroup has all legally required documentation required for the safe and efficient management of the provision. The comprehensive operational plan includes a full set of policies and procedures which help to promote children's care and learning. Children's records are maintained confidentially and are shared with parents as required.

Leadership and management are good. The playgroup supervisor supports her staff members at weekly team meetings which are used to monitor and evaluate session and activities and to discuss staff's training needs. The consistent staff team have a good knowledge and understanding of the Foundation Stage and are all involved in planning activities. They are working continuously to improve and develop the quality of care and education for children by attending regular training and taking advice from the Early Years Advisor.

The setting meets the needs of the range of children for whom it provides care and education.

Improvements since the last inspection

At the previous inspection recommendations were set to develop staff's knowledge and understanding of equal opportunities issues and to update staff's knowledge of child protection issues. All staff have now attended equal opportunities training and basic child protection training. The named person for child protection has also completed further Safeguarding Children training. As a result staff demonstrate a greater understanding of equal opportunities and children are better protected.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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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):

- ensure that children's health is fully promoted by encouraging effective hand washing routines prior to snack time

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):

- review the use of snack time to extend children's learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk