



## Rascals Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	113671
<b>Inspection date</b>	13 February 2007
<b>Inspector</b>	Jacqueline Crawford
<b>Setting Address</b>	Methodist Church Hall, Claigmar Road, Rustington, West Sussex, BN16 2NL
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<b>Registered person</b>	Rascals Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Rascals Pre-School opened in 1989. It operates from three rooms in the Methodist Church Hall, which is situated in Rustington, West Sussex. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open four weekdays from 09:30 to 12:15 during the school term. There is no outdoor play area.

There are currently 24 children aged from two to under five years on roll. Of these, 18 receive funding for nursery education. Children come from a local catchment area. The nursery supports children with learning difficulties and disabilities and children who speak English as an additional language. There are currently no children on roll who require this additional support.

The pre-school employs seven staff. The manager and six of the staff hold appropriate early years qualifications.

The pre-school receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health and wellbeing is effectively promoted, because all staff give high priority to good practice and follow appropriate health and hygiene guidelines and procedures. Children show a good understanding of how to keep themselves healthy by following good personal care routines and practices. For example, children learn the importance of washing hands after toilet visits, before handling food during learning activities and before snack time. The restraints of the hall mean that children are unable to wash hands in a sink independently after messy activities, such as hand painting. Therefore, children rinse their hands in a bowl of water first but wash them thoroughly in the sink afterwards to prevent the risk of cross infection.

Children have their health and dietary needs met effectively because staff work extremely well with parents and keep appropriate records. Children enjoy a range of healthy snacks and are able to help themselves to a drink whenever they need one. Children learn about healthy living and eating during snack times when they have choices of fresh fruit, vegetable pieces and toast. Children develop their independence further by taking turns to help staff to prepare snack time drinks and food. Children develop a positive attitude towards physical exercise and learn what happens to their bodies when they are active. Children respond well to challenges and gain control of their bodies in a variety of well planned activities and when using a good range of equipment. For example, children enjoy marching in lines and circles in time to music played with various musical instruments. Children stretch, bend and make arm movements, whilst playing the instrument. Children acquire physical skills developing their control and co-ordination using a climbing frame, parachute, ball and circle games and riding bikes in a controlled way. Children do not have access to an outside area, but the indoor physical activities are organised extremely well compensating for the lack of outdoor play.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a secure and very safe indoor environment, where staff are vigilant at monitoring the environment through effective risk assessment and safety checks. Staff use well-implemented policies and procedures in order to maintain high standards of health and safety in all areas of the provision. For example, the doors are securely locked when children are inside to prevent unauthorised people walking in; all visitors are clearly recorded. Extremely good arrival and departure procedures are in place and parents and carers help their children to self register.

Children are safeguarded as they practice and become aware of the emergency evacuation procedures. They use suitable, safe and functional equipment and can easily access good quality resources and play equipment. Children are encouraged to learn about their own safety within the carefully controlled environment. They are taught how to use equipment safely and to move around the setting with minimal risk. For example, children listen attentively to staff and

carefully follow instructions, they learn about handling safety knives when cutting up fruit for snacks and during learning activities. Children are extremely well supported by staff in everything they do.

Children are protected from harm because staff understand their role in safeguarding children. Staff are knowledgeable about safeguarding children issues by attending awareness training and are able to put appropriate procedures into practice when necessary.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children benefit from the welcoming and well planned learning environment. They thoroughly enjoy their time in pre-school and show they are extremely comfortable and familiar with the routines and all of the staff. Children are enthusiastic when they arrive and separate easily from their parents and carers. They interact extremely well in their play and build on their growing skills as they enjoy a full range of meaningful activities which are fun. Children under three are gently introduced into routines and enjoy freedom of choice in their play, gaining confidence and developing social skills. They receive a high level of support from staff, which enables them to feel secure in the group and to play happily alongside the other children.

Children of all ages blossom in every area of development, due to the exceptional support they receive from staff and key workers, who encourage and value each of the children's individuality. Staff refer to guidance such as Birth to three matters to plan and monitor the provision for the younger children, enabling them to progress and to become competent in their learning and communication skills.

### **Nursery Education**

The quality of teaching and learning is good. All staff are qualified and have a secure knowledge and understanding of the Foundation Stage and of how young children learn. The supervisors demonstrate excellent skills in presenting activities where children learn through play. Newly qualified staff are supported very well, in order to guide children effectively through the stepping stones towards the early learning goals. Children's learning takes place through exceptionally well planned activities, meaningful play and as they participate in 'school club'. Activities are regularly monitored and evaluated to ensure children's learning and enjoyment is being effectively promoted. The organisation of the learning environment, programme of activities are extremely well implemented to provide a broad and balanced range of activities and experiences across the six areas of learning. Children greatly benefit from the effective teaching methods which are skilfully linked to the Foundation Stage curriculum, truly interest the children and help them to become focused. Play is always child led with excellent staff deployment to support the children as needed. The effective key worker system and small group sessions, provide excellent opportunities for children's individual learning and enjoyment. Staff make rigorous observations of children's progress and development records are well documented. Themes help children become aware of the world around them and their local community. For instance, the theme 'People who help us'. Children learn about the lifeboat service and sea rescue, through good displays which include books relating to theme. Children

make 'lighthouse' collage pictures, but the theme is not discussed effectively with children in groups or individually to extend their learning.

Children show high levels of interest and concentration as they participate in effective play and learning activities. Children enjoy looking at books independently and sharing them with friends in the comfortable book area. Group stories are organised appropriately allowing the needs of all children to be met. Therefore children interact in stories and become involved in language for thinking, making an enjoyable learning experience for them. Children have access to writing resources in different areas in the provision, such as role play areas, which enable children to practise mark making and emergent writing independently. Children write their own names to label their work, with many of the children writing using recognisable letters. Children recognise their full names as they self register or find their named peg to hang up their pictures. They learn to link letters and sounds through labels around the provision, books and meaningful discussions with staff. Children learn about mathematical thinking in everyday routines and activities. They learn about shape, space and measurement using an extremely good range of resources, such as puzzles, sorting and sequencing resources and when creating models and collage pictures. Children build their skills singing number rhymes and using construction kits and malleable materials such as play dough.

Children learn the names and origins of different fruits, developing their senses through texture, smell, colour and shape. They have great fun selecting fruit to make their own fruit salad. Children prepare the fruit by carefully cutting it up and covering it with apple juice. Children learn about the wider world and the countries where the fruit originates from, they discuss the different transport used across the world to supply shops. Children understand their bodies stay healthy by eating at least five portions of fruit and vegetables each day. Children learn to operate simple equipment, such as cassette players and enjoy different learning programmes on the computer, enabling them to develop their knowledge of everyday and information technology. Children increase their hand and eye co-ordination and fine motor skills, using a wide range of resources and during well organised activities. For example, children learn to sew using needle and coloured thread, to make patterns on small samplers. Children explore colour, texture, shape and form using a range of materials and resources. They have opportunities to use free expression in their work and enjoy mixing colours and selecting materials. Children sing familiar songs and nursery rhymes and learn about repeated sounds and patterns, matching movement to music when playing musical instruments. Children have good opportunities for role play, developing their imaginative thinking and demonstrating their ideas. For example, children extend their learning and enjoyment through well resourced role play opportunities, such as the 'Rascals fancy dress shop'. Although children benefit from extremely well planned physical play and learning experiences, activities are limited for children to observe and find out more about nature and the natural environment.

Children are progressing extremely well through the stepping stones towards the early learning goals in all of the six areas of learning. Staff know the children's starting points and use observations and rigorous assessment effectively, to record and track children's progress to ensure children make as much progress as they can by learning through play and meaningful activities.

## **Helping children make a positive contribution**

The provision is outstanding.

Children are extremely well cared for by staff who work effectively with parents in order to meet individual children's needs. This ensures all children are welcomed and fully included in the setting, because staff know the children well and value them as individuals. Children play a dynamic role in the setting and feel a strong sense of belonging, effectively developing their confidence and self esteem. They participate enthusiastically and make choices in a stimulating range of activities. They enjoy being helpful to staff and to each other by contributing to daily routines. For example, children take turns to help staff prepare the snack, drinks and to organise the correct number of cups for snack time. They learn to care for their pre-school environment by helping to tidy toys away.

Staff are extremely skilled and sensitive in managing the children and their behaviour. As a result children behave extremely well, playing and working harmoniously together and developing good friendships. Children learn about sharing and respecting each others' points of view, through age appropriate strategies which children understand. Therefore, children become aware of their own needs and the needs of others and acquire social confidence and competence, with excellent support from staff. Children become aware of diversity in a provision which fosters the belief that everybody is valued and each of the children is unique. Children have access to a wide range of resources and learning activities, which enable them to learn about their own community and to become more aware of the world around them and the beliefs, cultures and traditions of others.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Children greatly benefit from the excellent partnership between their parents and the staff. Parents are kept extremely well informed about the provision, their children's care and the learning programme. They receive regular newsletters and written information about current topics and activities relating to the planned curriculum. Parents have opportunities to attend 'School Club' open mornings and know they can discuss their children's progress with their key worker and see their children's records at any time. The setting actively encourages parents and carers to be involved in their children's learning in meaningful ways, providing strong links between the pre-school and the children's families. All parents feel welcome in the group and their contributions are valued and appreciated. Parents are warmly welcomed into the setting and have opportunities to make comments and exchange ideas about the provision. Parents value the extremely good quality of care and learning experiences their children receive and feel well informed about the curriculum and the six areas of learning.

## **Organisation**

The organisation is good.

Children's care is enhanced by the highly effective organisation of the provision. The trained and qualified staff are knowledgeable about child development and are fully committed to provide a high standard of care for all children. Staff are guided by the setting's comprehensive policies and procedures and implement them effectively. The excellent staff deployment ensure

children consistently receive high levels of support in their care, learning and play. All staff are motivated and ensure children are protected, they have high regard for their well-being and help children to develop their potential. All of the legally required documentation and records are in place and are clearly maintained. Policies and procedures work in practice to promote children's health and safety, enjoyment and achievement and their ability to make a positive contribution. However, some information needs to be reviewed and revised in order to provide current information. For example, the complaints procedure does not include Ofsted details and some information provided to parents needs to be up-dated.

The leadership and management is outstanding. Management have a clear vision for nursery education with a strong focus on the personal development and achievement of all children. They have a clear sense of purpose and commitment to continually improving the provision of nursery education and the outcomes for children, through effective monitoring and evaluation procedures. These rigorous monitoring procedures enable staff to be confident in their roles and responsibilities, which is reflected in the smooth running of the setting. The leaders and management motivate staff and children, build committed teams and act as an extremely good role model. The staff training programme and appraisal system in place, ensures all staff have opportunities to extend their knowledge through on-going training.

The commitment to high standards throughout the provision is shown through the excellent organisation and evaluation of planned activities, and the effective assessment of children's progress. This enables children to make extremely good progression towards the early learning goals within an inclusive environment in which every child matters.

The provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection a recommendation was made to ensure a record is kept when a child arrives with an existing injury. A confidential record book is now in place, thus supporting children's care and well-being.

### **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 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):

- review and revise policies and procedures in line with current regulations including contact details of the regulator

### **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):

- provide opportunities for children to observe and find out more about the natural world

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](http://www.ofsted.gov.uk)