

Rudgwick Pre-School

Inspection report for early years provision

Unique Reference Number	113684
Inspection date	18 July 2007
Inspector	Ann Moss
Setting Address	The Scout Hall, Rudgwick, Nr Horsham, West Sussex, RH12 3HL
Telephone number	01403 823558
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Registered person	Rudgwick 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Rudgwick Playgroup was established in 1969 and became Rudgwick Pre-school in 1992. It operates from a Scout Hall in the Rudgwick Village area of West Sussex. It operates from one main hall. All children share access to a secure garden. It serves the local and wider area.

There are currently 42 children aged from two years six months to under five years on roll. Of these, 32 children receive funding for early education. Children attend for a variety of sessions. The setting supports a number of children with learning difficulties and/or disabilities and makes provision for children who speak English as an additional language.

The pre-school is open term time and sessions are Monday 09:15 to 13.15, Tuesday 09:00 to 11:30 & 12:30 to 15:00, Wednesday 09:00 to 11:30 & 12:30 to 15:00, Thursday and Friday 09:15 to 12:15

The pre-school employs seven members of staff. Of these, three hold early years qualifications.

The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and is working towards the level three in the West Sussex Quality Assurance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff take positive steps to promote the good health of children. Children are cared for in a warm and clean environment where they learn the importance of good hygiene and most take responsibility for their personal care. Children know why they must wash their hands after messy play and using the toilet, to 'wash away germs'. Staff ensure they consistently follow health and hygiene procedures, for example, when nappy changing. This helps to prevent the spread of illness and infection.

Children learn about healthy living and are helped to be well nourished. Staff encourage parents to provide nutritious snacks through the sharing of a healthy eating policy. Snack time is a social occasion, when children and staff sit together and enjoy animated conversation. Staff talk to them about their favourite food and plan activities such as sandwich making and drawing fruit. Children confidently help themselves to the jug of water available throughout the session whenever they are thirsty. However, they do not clear away and, as a result, some children share the same beaker. This means some children are not fully protected from cross infection.

Children have some opportunities for outdoor play. Children have good opportunities to move freely and with ease when playing in the indoor area. They run and jump, for example, on the trampoline. Music and movement sessions allow children to experiment with different ways of moving. This helps children to gain confidence in what they do, develops muscles and improves co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel welcome as they arrive to find the premises are fully set up and ready for their activities. Children's risk of accidental injury is minimised because staff effectively risk assess the setting indoors and outdoors. There are good security precautions in place such as the double door and bell entry system and effective measures ensure fire-fighting equipment meets requirements. Staff help to keep children safe through their vigilance, while allowing older children to be more adventurous and develop their own awareness of how to be safe and manage risk as they find new ways to bounce and jump on the trampoline.

Children use a good range of quality equipment, which is safe and developmentally suitable. Staff organise resources well, so children can safely access them from low storage shelves. Children learn to use equipment safely, and handle scissors they use for cutting with care.

Children's wellbeing is safeguarded because all staff are inducted into the setting's child protection policies and procedures and routinely update their knowledge and skills through attending courses. Staff are confident and know how to proceed if they have a concern about a child in their care. Parents receive information through the policies and staff record all existing injuries. Staff agree collection procedures with parents, such as sharing a password when another adult collects them. This helps to promote children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and independent. They make choices and decisions and confidently initiate their own play and learning. Children enjoy plenty of opportunities to develop their social skills. For example, they choose to play with a variety of friends, sit together and chat at snack time and negotiate and co-operate during role play. They enjoy many activities that involve stimulating their senses such as, playing musical instruments, hand painting and feeling different textures. Children gain independence as they take responsibility for their own personal care and help with jobs within the pre-school such as tidying up. Children have plenty of opportunity to enjoy practising and perfecting new skills such as putting on their coats and fastening their shoes. Staff interact with children with enthusiasm and get involved in children's play. Children have good relationships with staff. Staff ratios are high resulting in staff being able to meet children's individual needs. Some staff are trained in the Birth to three matters framework but adapt the Foundation Stage curriculum to plan meaningful activities for children under three.

Nursery Education

Teaching and learning for children receiving nursery education funding are satisfactory. Staff are experienced and qualified practitioners and have a sound understanding of how children learn. They use the curriculum guidance for the Foundation Stage to provide a broad range of activities. They develop six weekly plans, which show how children cover all six areas of learning. Key workers have a sound knowledge of children's individual achievements and developmental progress. Written observations of the children's learning are adequate, and staff use these records to identify where children are making progress in relation to the stepping stones within the Foundation Stage curriculum. However, these systems do not enable staff to record progress effectively for older and more able children and the next steps for learning are not clearly identified or used effectively to link to planning. As a result, some children are not always provided with sufficient challenge.

Children are keen to take part in large group activities and share what they know. They have good vocabularies, which they use well during their play to communicate and share their ideas. Children enjoy stories and books and listen attentively as staff read with expression. Most children can recognise and find their own names, for example, when selecting their own place mats at snack time or putting items in their trays. Younger children make marks and draw freely and some older and more able children can write their names independently with most letters correctly formed. However, children are not encouraged to use writing for labelling art work and topic displays.

Children learn about capacity as they fill and empty baskets, boxes and containers. They develop a sound understanding of simple calculation through counting songs and rhymes. Children know simple shapes and use some mathematical language during their free play. Activities are interesting and children enjoy matching puppies of different sizes and using these for counting.

Children enjoy a range of first hand experiences that allow them to explore and investigate. For example, they explore features of an outside wall. Children talk about and visit their local environment. They take rubbings of street names to identify where they live and use this to provide a play map. They learn about the futures of living things as they take part in activities related to topic about mini beasts. However, opportunities to explore information communication technology and programmable toys are limited.

Helping children make a positive contribution

The provision is good.

Staff warmly welcome all children into the setting. They treat children with kindness and respect and use lots of praise and encouragement to promote their self-esteem. Staff are always smiling while talking to the children. This shows they enjoy their work and makes children feel valued.

Children develop a positive attitude to others through the good use of resources that positively reflect social diversity, and staff's positive attitude to inclusion. Children develop an understanding of their own culture as they celebrate traditions and festivals such as birthdays. Children's individual needs are known to staff who give individual support according to their needs. Children learn to respect and value all members of society. They learn to use 'Say and Sign' language. This helps children to understand how deaf people can enjoy all activities.

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

Children behave very well and show respect for their environment, adults and each other. For example, they willingly help to tidy away toys and enjoy taking responsibility for collecting and clearing away their snacks. They are beginning to show care and consideration as they help one another with aprons, assist in finding suitable dressing up clothes and pick up dropped items. Staff reinforce consistent and appropriate strategies, to help children understand right from wrong.

Partnership with parents and carers of children in receipt of nursery education is satisfactory. On first joining, the pre-school parents provide information for staff to base children's future development on. They are shown the achievement records to be kept on their child and share verbal information on the Foundation Stage curriculum. Parents attend open mornings. They meet with their child's key worker each half term to formally discuss their child's progress and share examples of their work, as well as having informal discussions at hand over. Staff make colourful displays of children's work, and of photographs of children participating in activities. They display some plans to show how children are to work towards the Foundation Stage early learning goals. Staff complete some written observations and assessments but staff do not use these systems to clearly identify children's next steps in learning or link to planning to share with parents. As a result, some parents are not kept fully informed of their child's progress.

Parents are aware of the pre-school's policies and procedures. However, the complaints procedures do not meet with requirements in that they do not include the regulator's contact details. The pre-school committee are proactive and keen to rectify this and as a result, all policies and procedures are currently under review.

Organisation

The organisation is good.

Children arrive happy and are at ease in the friendly environment where they enjoy making choices about their activities and care. There are good recruitment and induction procedures in place. As a result, children are well protected and cared for by qualified and experienced staff. Staff deployment is effective and ensures good supervision of children at all times. All required documentation leading to the safety, health and welfare of children is in place, although one policy lacks essential detail.

Leadership and management of children receiving nursery education are satisfactory. A suitably qualified, experienced and enthusiastic staff team work together to deliver the Foundation Stage curriculum. Staff receive ongoing supervision and formal appraisal to ensure they are suitable to carry out their roles and responsibilities and to identify training needs. There is a firm commitment to improve the provision. Use is made of other professionals such as the local authority and action plans are in place to address actions and recommendations following inspections. The setting meets the needs of the children for whom they provide.

Improvements since the last inspection

At the last inspection, the provider was asked to make available to parents the procedure to be followed if they have a complaint, including details of how parents can make a complaint to Ofsted. A complaints procedure is in place but does not include the regulator's contact address. However, policies and procedures are currently being updated.

The provider was also asked to continue to develop the day to day planning, to show the learning intentions through all activities. Also, continue to develop the opportunities within the daily programme for children to self select and to develop their independence. The provider has made some progress in these areas, in that staff have sought additional training to support their knowledge and skills in the planning and delivery of the Foundations Stage curriculum. Children can self select from the range of activities set out by staff each day and know they can choose additional equipment upon request. This helps to support their independence.

The provider was also asked to provide parents with adequate information within the prospectus as to the educational programme which is offered by the pre-school. Some progress has been made in that the pre-school are currently in the process of reviewing and updating the information available to parents.

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.

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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):

- review the organisation of refreshments
- review the complaints statement to ensure it complies with requirements, and includes the 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):

- ensure the system used to record children's progress identifies the next steps for their individual learning and is appropriate for older and more able children
- provide a range of information communication technology and programmable toys and equipment that allows children to explore why and how things work.

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