

Rusper Playgroup

Inspection report for early years provision

Unique Reference Number	113686
Inspection date	10 December 2007
Inspector	Ann Moss
Setting Address	Rusper Village Hall, Rusper, West Sussex, RH12 4PZ
Telephone number	07788 780795
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Registered person	The Trustees of Rusper Playgroup
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 satisfactory. 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?

Rusper Playgroup is a committee run pre-school and was established in 1992. It operates from one main room and has use of a large hall situated in the Village Hall of Rusper, Surrey. The setting is surrounded by playing fields from the nearby primary school and the pre-school have access to part of these during the summer months. In winter they make use of the large hall. The nursery serves children from the local and surrounding areas.

There are currently 19 children on roll. This includes nine funded three and four-year-olds. The setting supports children with special needs and who speak English as an additional language. The nursery opens five days a week during school term times. Sessions are from 09.15 to 12:00.

There are six members of staff who work with the children. All staff hold a recognised early years qualification. The settings receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn to protect themselves from germs because staff talk to them about washing their hands carefully before eating and after visiting the toilet. However, the children's sinks are not easily accessible and therefore staff are vigilant about preventing the risk of cross infection by ensuring that water for hand washing is changed frequently and providing individual towels. There are clear systems in place to record accidents, incidents and the administration of medicine, which are shared with parents. All staff maintain a current first aid qualification and the first aid box is well stocked. This means children receive appropriate care and attention in the event of a minor injury.

Children learn about being healthy through topics, for example, 'Healthy Eating' and 'All about Me'. Staff encourage parents to provide nutritious snacks such as fresh fruit and vegetables and the group offers a sweet biscuit, sharing the responsibility for healthy eating. Staff liaise closely with parents to ensure children's dietary needs are addressed. Snack times are sociable, when children sit together and enjoy animated conversation. Regular drinks ensure children do not become dehydrated.

Children's physical activity is sufficiently supported through a range of indoor and outdoor activities. They develop their skills of co-ordination, balance and awareness of space, for example, by riding tricycles, running, jumping and climbing.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive happy and settled well. Staff organise the indoor space effectively, allowing children to move around safely, freely and independently. Displays of children's art work show staff value the children's contributions and promote a sense of belonging and raise children's self-esteem.

Staff carry out thorough risk assessments routinely and there are effective security arrangements in place to ensure children do not leave the premises unsupervised. However, a procedure for uncollected children has yet to be devised. This impacts of children's safety and welfare. Carefully selected, well-maintained toys ensure children have a good choice of safe and suitable resources. Children learn to use the equipment safely, and handle equipment, such as scissors for cutting, with care. Visitors to the setting, such as the community police officer, help to raise children's awareness of keeping themselves safe.

Children's welfare is sufficiently well promoted because staff are vigilant and alert to any unexplained injuries to children. Most staff are confident and know what to do should they have a concern. They have policies and procedures in place in line with the Local Safeguarding Children Board's requirements, which they share with parents. This helps to safeguard children's wellbeing. Children benefit because staff keep up date with current practice in child protection through attending training courses.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children settle well through the sensitive settling in process, whereby they visit with their parents until sufficiently confident to separate from them. They feel welcome as staff greet them enthusiastically by name and quickly settle for circle time. Children develop independence because staff organise space and set out resources ready for use, supporting decision-making. Children have many opportunities to be creative because staff plan a range of activities, such as art, craft and role-play, that develop their imagination. Children use role-play, based on their own experiences, such as a visit to the doctor or travelling in a car. However, some craft activities are adult led and have a pre-determined outcome. This inhibits children's creativity and imagination. Children learn about communication through books, talking, listening and singing familiar rhymes. Children make steady progress in their fine motor skills as they collect and sort small items such as sequins and stickers and construct with bricks. Most children are content and play happily independently or in small groups. Those who are a little unsure are quickly identified and supported by staff. Children develop good relationships with their peers and staff, and approach them confidently for support, if needed. Staff are aware of the Birth to three matters framework and are waiting training before using this to develop their practice.

Nursery Education

The quality of teaching and learning for children receiving nursery education is satisfactory. Staff use the curriculum guidance for the Foundation Stage to plan and provide a broad range of activities. They develop half-termly plans, which show how children are to work towards specific stepping stones within the six areas of learning. However, daily planning lacks detail and leads to adequate but unimaginative resourcing and focused activities do not excite children. Staff observe the children during their activities and record some of their progress against the stepping stones but they do not use these achievement records to identify children's next steps in learning to inform future planning. Staff provide a balance between adult led and child initiated activities, although sometimes activities are overly adult directed. As a result, children do not develop their own ideas and lose interest. Staff interact with children during their play, but are often unsure of how to promote their learning through the range of activities available and appropriate questioning. This leads to a general lack of challenge and impacts on how children achieve.

Children enjoy books; they enjoy choosing favourites and use the pictures to re-tell stories to their friends. They listen to stories and express their ideas and experiences confidently, using good vocabulary. They know that print carries meaning and some children recognise familiar words, such as their name, and signs, such as 'door'. Mark making equipment is freely accessible and children see adults write; however, children do not write for purpose during daily activities such as role-play or attempt to write their own name and other things such as labels, captions and lists. There are some opportunities throughout the session for children to develop their understanding of number, early calculation and shape. For example, they sing songs; number rhymes, counting up to five and some beyond. Some children recognise numerals which have meaning for them, such as their age. However, staff do not extend their understanding sufficiently during everyday activities through the modelling of mathematical language and problem solving.

Children learn about the wider world from planned topics and visitors, such as a community police officer, and visits within the local community. They find and observe mini beasts in the outdoor area. Children show an awareness of information and communication technology. They

learn simple skills such as switching equipment on, and use learning aids, such as a computer, to support their learning. Children explore colour, texture, form and space and construct in two and three dimensions, for example, they choose materials for a model and learn about changing form as they manipulate play dough and mix ingredients such as flour, butter, sugar and fruit.

Children develop their skills of coordination, balance and awareness of space. They have opportunities to exercise and develop physical skill on most days. They run at speed and stop with control, balance on beams and climb up, over and through apparatus, showing good control of their body. Children build good relationships with adults and their peers. They show concern and regard for other children as they play, they listen to others, share and take turns. Children are confident and independent; they are aware of and manage their own personal needs well, such as putting on an apron. Children enjoy their time in the group and make steady progress.

Helping children make a positive contribution

The provision is satisfactory.

Children gain a sense of belonging as staff warmly welcome all children by name into the setting. Children's individual needs are addressed sufficiently, including those with learning difficulties and/or English as an additional language, when necessary, as staff liaise closely with parents. Children learn about their own and other's feelings, cultures and beliefs by talking about their home lives and experiences and seeing positive images of all members of society and through imaginative play. Children celebrate traditions and festivals such as Birthdays, Christmas and Chinese New Year. They learn about their local community by going on planned outings, for example, children visit the local church and participate in the Christingle Service. Children's spiritual, moral, social and cultural development is fostered.

Children learn right and wrong through observation and staff's gentle prompting. For example, children learn to share and take turns as staff remind them to consider their friends, and pass round snacks. Staff involve children in a range of activities where they take responsibility and experience success, such as laying the table for snack-time, cleaning the white board and sweeping the floor. Any minor disagreements are resolved through self negotiation successfully during activities such as role-play but staff are on hand to support negotiations, if needed. Staff praise children for their contribution. This develops confidence and promotes children's self-esteem. As a result, children are fully occupied and behave well.

Parents receive written information about the setting on first joining, and are aware of the group's policies and procedures. There is a good exchange of general information between staff and parents at handover. Regular newsletters contain the term's topics and themes; a notice board displays the group's conditions of registration.

Partnership with parents and carers of children in receipt of nursery education is satisfactory. Parents learn about the Foundation Stage curriculum through the setting's prospectus. Children benefit from a system of key workers whereby staff meet with parents informally to discuss children's progress and share examples of their work. Staff display plans to show how children are to work towards the Foundation Stage early learning goals. Staff know the children well. They make some written observations and anticipate children's progress, although they do not link children's progress to planning. As a result, children's next steps in learning are not clearly identified or shared with parents, and impact on how children learn. Staff encourage parents to be involved in their child's learning by participating on the management committee and by bringing in items from home to support activities and themes. Parents feel well informed about the provision and praise their management of the children and the provision.

Organisation

The organisation is satisfactory.

Children benefit sufficiently from staff's organisation of space and resources. There are clear systems in place for the recruitment and vetting of staff, however, the arrangement for induction of staff does not meet the required elements and the lack of appraisal means that the training needs of staff are not clearly identified and met. Staff deploy themselves effectively to ensure children receive sufficient support and attention. They establish a routine which children are familiar with and which provides a rhythm to the day. This helps children settle well in the group.

Staff set up equipment each day prior to children's arrival, to provide a warm and welcoming environment. A system of key workers is responsible for maintaining groups of children's achievement records. The management ensure sufficient and safe resources are available to support children's learning and development, and maintain close and effective links with the hall committee. The vast majority of policies, procedures and permissions are in place but the procedure for uncollected children has yet to be devised, and, although some lack essential detail, the manager was proactive in rectifying this with immediate effect.

The leadership and management are satisfactory. Children benefit from an enthusiastic and committed staff team, who are keen to continually improve the provision, and work collaboratively. Staff are qualified and experienced practitioners. They work together to develop half-termly planning and attend regular staff meetings. The manager monitors the delivery of the Foundation Stage curriculum and the quality of teaching informally. However, the monitoring lacks sufficient rigour. This leads to weakness in these areas continuing, which impacts on how children learn. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that there is a system of registering all visitors to the group, making a note of when they arrive and leave. Also, to keep records of accidents and incidents in separate books.

Staff have made improvements to documentation. There is now a system in place to record visitors to the setting; although staff do not record arrival and departure times the manager was proactive in rectifying this with immediate effect.

The system for recording accident and incidents has been reviewed and separated records are now maintained. These changes to the setting's practice help to ensure children's safety and welfare.

At the last nursery education inspection, the provider agreed to use observations on children to help plan activities that support children's learning and help them to make progress along the stepping stones. Progress in this area has been insignificant and a further recommendation has been made.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to Standard 12: Working in Partnership with Parents. The complaint related to the complaints policy and procedures and implementation of the setting's behaviour management policy. We asked the provider to investigate the concerns raised in June 2004. The provider has now made available to all parents

a written statement that provides details of the procedures to be followed if they have a complaint. This statement includes contact details for Ofsted. The provider remains qualified for registration. The provider has made a record of the complaint in their complaints records.

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):

- promote children's free expression and imagination through a varied range of activities
- devise a procedure for uncollected children and share it with parents
- devise a procedure for staff induction, including all the required elements

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):

- further develop the use of observations on children to help plan activities that support children's learning and help them to make progress along the stepping stones
- introduce a more rigorous system to monitor the quality of teaching, planning and assessment so that areas for improvement are identified and quickly addressed.

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