

Reigate Parish Play Group

Inspection report for early years provision

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| Unique Reference Number | 122641 |
| Inspection date | 15 January 2008 |
| Inspector | Debbie Molly O'Callaghan |
| Setting Address | 91 Blackborough Road, Reigate, Surrey, RH2 7DB |
| Telephone number | 01737 225649 |
| E-mail | |
| Registered person | Reigate Parish 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 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?

Reigate Parish Playgroup opened in 1998. It operates from a purpose-designed, self-contained area within Reigate Parish Primary School. The group has sole use of a kitchen, toilets and a large, enclosed outdoor play area. The playgroup serves the local community.

There are currently 41 children, aged from two to four years, on roll. This includes 25 funded three year olds and eight funded four year olds. There are currently no funded children present, for whom English is an additional language. The group has experience in supporting children with special educational needs.

The playgroup opens five days a week during school term time. Sessions last from 09:15 to 11:45 and 12:45 to 15:15. Children attend a variety of sessions each week.

Seven part time staff work with the children. Four have early years qualifications and most staff are qualified first aiders. Additional early years training courses are available to all staff.

Reigate Parish Playgroup adopts a number of teaching methods and places great emphasis on children learning through play and by experimentation. It is a member of the Pre-School Learning Alliance and receives support and advice from Surrey Early Years and Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment where they are beginning to learn about the importance of good personal hygiene, for example, children know to wash their hands after using the toilet or before having snacks which prevents the spread of cross infection.

Most staff hold a current first aid qualification, food hygiene and have specialist training to administer individual medication. This ensures children's medical needs are well met.

Accidents are recorded and parents sign all entries. Children's dietary requirements and allergies are recorded on the registration form and displayed on the wall.

Most children confidently pour their own drinks at snack time, however children do not have free access to drinks throughout the session.

Children learn about the benefits of a healthy diet through discussion, they enjoy and help prepare healthy snacks including fresh fruit and vegetables each day which promotes their good health. They know what foods are good for them.

Children are beginning to understand the changes that occur after physical games and the importance of regular exercise, staff show them a book with a picture of the heart and they talk about the effect exercise has on the heart, children jump and hop for a while and then are encouraged to feel their heart. This helps children to learn about changes in their bodies and how they are feeling.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The staff provide a warm welcome to the children and parents who bring their children into the pre-school. The setting is clean, well maintained and attractively decorated with displays of children's artwork. Children play and learn in a secure environment where they move around freely and independently. Staff organise resources so children have daily opportunities to develop in all skill areas. Children move confidently around the nursery, making their own choices about their play. Furniture and equipment are of high quality and meet the needs of the different age groups well. Space is well organised and used effectively to allow children opportunities to be active, engage in floor and table activities and to enjoy time to relax and share books in a comfortable environment.

Children benefit from a wide range of safety measures, for example, socket covers, effective emergency evacuation procedures and a secure outdoor play area. Good routines and gentle reminders help children learn about safety within the setting. Children are learning to keep themselves safe, they tuck their chairs in under the table and are reminded about safety when staff use matches to light the candles for birthdays.

There are very effective procedures for the safe arrival and departure of children, the premises are secure and children are well supervised at all times ensuring their safety both indoors and out.

Staff have a good understanding of the procedures to follow if they have any child protection concerns about a child in their care. This promotes and safeguards children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

The routine of the group enables children to enjoy time to play on their own and develop their own ideas. Children also enjoy taking part in group activities, which they do with great confidence.

Children enjoy their learning and are all engaged in purposeful play, supported well by the staff. Staff are sensitive and caring towards the children.

Children enjoy the balance of activities available to them and spend their time purposefully. For example, they paint, look at books and play imaginatively. They have warm relationships with staff and each other and have fun playing and learning together.

NURSERY EDUCATION

The quality of teaching and learning is good

Staff provide a fun and stimulating environment for children. They use the space creatively to display children's work and provide an interesting and welcoming atmosphere. Children show care and respect for one another. They enjoy the company of other children and relate well to one another. There are appropriate opportunities for children to develop independence, as they select their own resources and make their own choices.

Children's communication skills are well-developed. They confidently contribute towards group discussions and extend their language through conversation with both staff and their peers. Some children recognise their own names as they see their names on their art work and coat pegs. However this is not reinforced as they do not self register on arrival or look for their names at snack time.

Children listen attentively to stories in the book corner, they have comfy chairs with cushions. The staff read with expression at the children's level, so they can all see the pictures, they discuss the story together. The story about what 'wibbly pig' can do, such as art and craft, encourages the children to talk about what art they enjoy doing. Children have a great appreciation for books, they bring books into the group and sit alone and with others in the book corner. Staff talk about the meaning of new words such as 'shrink'.

Children use information technology, for example, they use a computer, telephone and cameras during role play. Children are able to recall past and present events in their own lives and those of other people, they happily talk about their home life and family.

The outdoor play area is used well to extend children's learning and enhance their development. Children have daily opportunities for physical play outdoors, such as climbing, balancing and using wheeled toys.

The children undertake a range of creative activities, such as cutting, drawing, sticking and modelling.

Children recognise numbers confidently and count spontaneously in play, during story time and when singing songs. Children play with a range of resources which enable them to develop an understanding of other mathematical concepts, such as colour, shape and size. Many children can count to 20 and recognise numbers up to 10 and can put them in order, although there are limited visual aids to reinforce this learning.

Staff make good use of observations and maintain records of the children's progress and achievements. Staff regularly evaluate activities, however this information is not always used effectively to identify children's learning needs or inform future planning.

Helping children make a positive contribution

The provision is good.

Children enter the group happily and are well settled. They have named coat pegs which helps them to have a sense of belonging. Children learn about the wider world through the attractive wall displays and photographs that depict festivals and other cultures. The role play area is a Chinese restaurant decorated with lanterns and a good range of utensils and dressing up clothes.

Children with special needs are well supported. Staff regularly meet with parents to work together to meet the children's needs and to discuss next steps.

Behaviour management strategies are age appropriate and children are very well behaved, staff are calm and consistent in their approach. As a result, children clearly understand acceptable boundaries and recognise right from wrong. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive information about the pre-school practice through a welcome pack, newsletters, verbal exchanges and information displayed. There are good systems in place to ensure parents are kept well informed about their children's day and developmental progress. Parents' comments indicate that they are very happy with the service provided.

Organisation

The organisation is good.

Staff work well together as a team and have clear roles and responsibilities. Detailed policies and procedures are implemented to successfully promote children's care and well being. However some policies do not have updated information. Staff are committed to ensuring the smooth running of the group and are keen to attend training to update their knowledge and skills.

The leadership and management of nursery education is good. The manager has recently been appointed and has had strong support from both staff and committee, this has enabled her to confidently fulfil the role of manager. Staff deployment is effective and ensures good supervision at all times.

There are effective recruitment procedures in place, staff are well qualified, this helps support children within the setting.

Staff training needs are identified through appraisals and staff evaluate practices constantly to ensure continual improvement in the outcomes for children. The effective key worker system ensures appropriate support and care throughout the session. Staff know the children very well.

The nursery has close links with the local school enabling children to visit and spend time familiarising themselves with the surroundings, ensuring a smooth transition into school.

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

Improvements since the last inspection

At the last inspection the group were asked to ensure surfaces on which children play are hazard free. The outdoor climbing frame has a new soft safety surface. This helps to reduce the risk of injury.

At the last education inspection the group was asked to ensure all extension activities for older/more able children are clearly recorded on curriculum plans. The staff enable older/more able children to do more for themselves when taking part in independent and craft activities, their achievements are recorded in their profiles. This ensures children's individual needs are met.

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 all policies and procedures

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):

- continue to develop the format for planning and evaluating activities to ensure children's observations and assessments inform future planning
- improve opportunities for children to recognise their own names
- increase the range of visual aids designed to develop children's number recognition.

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