

# Rufford Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	309447
<b>Inspection date</b>	22 January 2008
<b>Inspector</b>	Denise Sixsmith

<b>Setting Address</b>	Rufford Village Hall, Flash Lane, Rufford, Lancashire, L40 1SW
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<b>Telephone number</b>	01704 821 695
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<b>Registered person</b>	Julie Sherrington
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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?

Rufford Pre-School Playgroup opened in 1993. It operates from the large hall and a smaller room in the village hall. The setting is situated in the park in the village of Rufford, Lancashire.

A maximum of 26 children may attend the group at any one time. The group is open Monday, Tuesday and Friday from 08.00 to 16.00 and Wednesday and Thursday 08:00 to 13:00 for 43 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from two to under five years on roll. Of these 26 children receive funding for early education. The group currently supports a number of children with learning difficulties.

The group employs four staff. Of these, three hold appropriate early years qualifications. In addition there are two supply staff of which one is qualified. The group receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted and their understanding of how to care for themselves is well supported throughout all aspects of the care provided. Children are very aware of the importance of washing their hands after messy play, using the toilet and before eating. They understand the importance of using soap and drying their hands on the disposable towels and bring it to the attention of adults that one of the towel dispensers needs to be refilled. The bins for the used towels do not have lids and pose a potential risk of cross contamination. Well organised registration records and thorough initial discussions with parents ensures that the staff have all necessary medical information clearly recorded regarding each child's needs. Staff rotas ensure that there are always at least two members of staff present with current first aid training. Accident records are completed appropriately and shared with parents.

Staff take the opportunity to help children learn about how their bodies respond to exercise or temperature and how to recognise their own needs, such as the importance of wrapping up warm in coats, scarves and hats when playing out in the cold. Children are well supported to develop their physical skills, they have daily access to the outdoor play area and good systems are in place to provide alternatives when the weather is inclement. Children use resources confidently to balance, climb and pedal. They are well supported to take part in activities which improve their coordination such as skipping, tiptoeing, jumping and doing jumping jacks during music and movement. Children use pencils, crayons and craft tools with accuracy in particular when constructing their machines from recycled materials.

Children increase their knowledge of healthy eating because staff provide a good variety of fruit at snack time and a choice of water or milk. Healthy eating topics and general discussions further enhance the children's awareness. Parents are encouraged to support the healthy eating policy of the group by ensuring that there is a mix of food within the children's packed lunch, however, the packed lunches are not always stored appropriately at the group. Children's dietary requirements are adhered to and parents are kept informed of the food the children have eaten during the day.

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

The provision is good.

Children benefit from the safe, warm and light environment. The well organised use of the premises means that children are able to access activities easily and make their own choices. Children feel at home and confidently move around both indoors and out. The provision of a quiet room off the main play room particularly benefits anxious or very young children who can have some time away from the bustle of the larger group when they want it. The outdoor area safety surface, means that it can be used throughout the year.

Children's safety is paramount. Staff vigilance and appropriate systems ensure that the premises and resources are well maintained. Daily checks are carried out of the areas used and staff take responsibility for checking equipment daily and inform the provider of any repairs or replacements required. Outdoor play equipment is checked, cleaned and dried by staff prior to children playing outside. The wide range of toys and resources are clean, age appropriate, well maintained and easily accessed by children. Good regard has been given to security. Access to the premises is only gained after using a buzzer and intercom. Visitors sign in and out and

parents are required to inform staff in advance if someone different will be collecting their child. Emergency evacuation procedures are displayed and fire drills practised regularly.

Children's welfare is appropriately safeguarded. Staff receive child protection training via the local authority.

Clear procedures are in place to ensure that staff know what action to take if a child protection issue is raised. Staff are well briefed about safeguarding children as part of their initial induction and new staff are aware of their role and responsibility.

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

The provision is good.

Children enjoy their time at the setting, the effective key worker system and well planned activities encourage their participation. Staff are adept at modifying and extending activities to provide for children's individual level of development and understanding. As a result, children are able to participate on an equal footing. Activities are being developed to make best use of the outdoor area to support development and learning, although currently this is not fully exploited. Pre-school children follow the stepping stones to help them to make progress towards the early learning goals and staff follow the 'Birth to three matters' framework to develop activities for the younger children. Consequently, all children are interested and engaged in their play.

### **Nursery Education**

The quality of teaching and learning is good. Key staff have developed a secure understanding of the Foundation Stage, with good support from the registered person and the local authority. The planning shows clear links to the stepping stones over time and children's good progress towards the early learning goals. Staff undertake observations of children regularly and use this to inform the future planning. Staff explain activities clearly, they invite contributions from the children and ask for their opinions, for example, as they talk about building their machines, the different parts and how they will make them stick together. They continually extend children's learning and encourage them to make decisions in their discussions with them, such as asking them why they think it is important to be kind and helpful to other children.

Children are very sociable and demonstrate high levels of confidence in all that they do. They are clearly very comfortable in their surroundings, arrive with great enthusiasm, immediately approach staff and their peers and begin to play. Children have established close and warm attachments to staff and address them by name, ask questions frequently and engage in conversation. They are inquisitive about visitors and ensure that they join in with their play and feel welcome. Children respond well to familiar routines which helps them to feel secure, for example, as they greet each other at circle time with their 'hello' song.

Children choose their activities with confidence and show well developed concentration skills as they persist at these activities for lengthy periods of time. For example, whilst playing in the domestic role-play or making models. Clear explanations are used so that children make the most of what is available and use equipment correctly and sensibly. Children are able to work very well as a group, without any adult support or intervention, negotiating turns and discussing together which shape and colour goes where on the pattern line. Children use complex sentences frequently and demonstrate good use of language in their role play situations, such as 'Hello there, would you like a cup of tea? That's a flower with it to make it nice'. Children readily

'mark make' on the chalk board in the play kitchen and write their names on their paintings using their name cards as aids.

Most children can easily and confidently count to 10 and they think about simple number problems when they work out how many chairs there are and how many children. Children make choices from a wide range of resources to make representational models, using tin foil, metallic gold and silver paint, boxes and different shaped cartons and tubes. They talk confidently about the shapes they need to make their models. They enjoy free access to constructive, creative and tactile play, and really enjoy the sensory experience of the textured malleable play foam. Children make interesting observations as they squeeze and model the material, saying 'It's squiggy but not sticky, and I am making a bee'. Children enjoy a wide repertoire of songs and action rhymes. They sing loudly and clearly with great enthusiasm at circle time as well as during music and movement.

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

The provision is good.

Children are cared for by staff who work very well with parents to meet individual needs and ensure all children are fully included. Verbal communication between staff and parents is warm and friendly. Inclusion is recognised as an important ethos of the setting. Children with learning difficulties and disabilities receive good levels of support and are well included. Staff work closely with parents and other professionals to ensure that they are all working consistently with each other. Children gain awareness of their local environment and the diversity of the wider world through a good selection of resources that promote positive images of others. Children enjoy planned activities based on a variety of festivals and celebrations to further their developing knowledge and understanding. Children's social, moral, spiritual and cultural development is fostered.

Children are highly valued and respected as individuals; staff evidently know them very well and plan suitable activities for them in line with their own developmental needs. Consequently their behaviour is very good and children are fully aware of the boundaries in place to keep them safe. There is a strong emphasis on respecting each other as children are encouraged to listen to each other speak. Good manners are promoted at all times and children frequently say please, thank you and excuse me. Children are very well behaved, polite, take turns and show concern for others. They learn to manage their behaviour well, because staff use positive strategies and act as good role models, for example, encouraging children through the use of praise and discussion. The free-flow sessions and layout of activities successfully promote children's independence.

Parents are warmly welcomed and chat to staff readily when they collect their children, which contributes effectively to the well-being of the children. The introduction booklet given to parents contains relevant information about all aspects of the pre school and newsletters produced each term keep them informed of activities and themes. A suitable complaints policy is in place. Parents spoken to are very pleased with the service that they receive with some travelling from surrounding areas so their children can attend the group. The partnership with parents of children who receive nursery education is satisfactory. Clear information booklets about the Foundation Stage of learning are displayed in the reception area. Parents are actively involved in setting a base line for their child's development when they take up a place, however, the systems for parents to contribute to and be involved in their children's learning is less well developed.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a safe, secure and pleasant environment. They receive a balance of indoor and outdoor activities. Staff rotas are organised to provide children's care by familiar adults. This and the consistent daily routines helps them to feel secure and confident within the group. Appropriate systems are in place to ensure that Ofsted is informed of any changes and ensure that none vetted adults are able to have unsupervised contact with the children. Sound recruitment and selection processes mean that staff are suitably qualified and receive effective induction and supervision. However, the documentation system is less well organised. Ongoing training needs are identified and staff are well supported to attend workshops organised through the local authority. Regular team meetings and in-house training helps keep all staff well informed and ensure that knowledge is shared. The certificate of registration is displayed and all required records are current and appropriately stored with an awareness of confidentiality.

Leadership and management of nursery education is good. Ongoing observations, regular planning meetings, self assessment of the areas of learning and annual appraisals are used effectively by the manager to monitor the delivery of the Foundation Stage. There is a positive attitude towards improving and developing the group environment and the education programme.

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

## **Improvements since the last inspection**

At the last inspection two recommendations and two key issues were raised. The staff have worked to implement the recommendations and key issues to improve the service provided. The nappy changing procedure has been reviewed and now takes place in the disability toilet which provides privacy and easy access to hand washing facilities for staff and children. Action was taken to ensure that the storage of children's packed lunches was in accordance with food hygiene regulations. Ice packs were supplied by the group to ensure that food was stored at the appropriate temperature. However, this procedure is not always vigorously observed and few of the pack lunch boxes observed contained an ice pack. This recommendation is to be raised again and the current practice reviewed.

The two way sharing of information with parents has been reviewed by the staff and future plans are in place. However, staff have not developed ways of continuing play and learning activities at home and this has been raised again at this inspection. Planning has been reviewed since the last inspection to improve opportunities for children to learn that print carries a variety of meaning. A number of information posters and signs have been introduced to the group and reference books are in place. Staff ensure that children develop and reinforce their number skills through a range of everyday practical activities. Visits to the nearby large scale climbing frames in the park ensures that children develop their climbing and balancing skills. The introduction of a mobile unit that contains a varied range of tools and materials ensures that children can learn to assemble, shape and join materials readily during their daily play.

## **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 the systems in place for the storage of foods in the packed lunches to ensure that it complies with food hygiene regulations and ensure that the used towel bins have lids
- review and develop the recruitment and selection documentation procedure to ensure that it is more robust.

#### **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):

- consider ways to improve how information is shared with parents and how parents can contribute to and be involved in their child's learning should they wish to do so
- continue to develop the outdoor area to provide a wider range of developmental experiences for the children (also applies to care).

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)