

# Rye Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY221699
<b>Inspection date</b>	27 March 2008
<b>Inspector</b>	Christine Clint
<b>Setting Address</b>	Ferry Road, Rye, East Sussex, TN31 7DN
<b>Telephone number</b>	01797 226992
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<b>Registered person</b>	Rye Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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?

Rye Pre-school Playgroup opened in 1969. It operates from a two storey purpose built building with disabled access. There are two enclosed outdoor play areas. The playgroup serves the local community.

There are currently 59 children aged from 2 to 4 years on roll. This includes 44 children in funded educational places. Children attend for a variety of sessions. The group provides support for children with learning difficulties and children for whom English is an additional language.

The group opens five days a week for 51 weeks of the year. Sessions are available within the full day that is run from 08:00 until 17:00.

The playgroup has 8 staff working with the children. There are 7 staff who have early years qualifications and all staff have first aid training. At the time of the inspection 27 children were present.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are clearly learning about managing their own personal hygiene and their responsibility for making sure their hands are clean before they eat. Staff remind them, so that they learn about germs and how to prevent them. They have easy access to the toilets and hand washing facilities to enable them to learn independence. The premises are modern and very clean. Staff clean tables with spray automatically and this shows children how to maintain hygiene. Many children change their shoes for indoor play and wear slippers or socks. Younger children's needs for nappy changing and toilet training are regularly included by staff, they know the children's individual routines and cope with these very capably; all requirements for ensuring total hygiene are followed.

Children's accidents are clearly recorded and staff obtain parental signatures. Staff are aware that evaluating accident records, shows them where certain health and safety risks may be occurring, and they sensibly assess these. There are first aid kits readily available on each floor and all staff have up to date certificates in first aid training. There are thorough systems in place to meet the regulations for administering medication and staff are aware of the sound routines. There is ample information about health for parents because the playgroup have prepared policies and procedures to cover a wide variety of health issues, including children's attendance if they are unwell.

Children enjoy healthy snacks of fruit and bread sticks. They pour their own drinks of milk or water and carry these competently back to the table. Children can access drinking water at any time because water dispensers are available on each floor. They happily sit with each other and staff to socialise during snack time and at lunch time when they manage their own packed lunches. Children's healthy food options are increased once a week, when they have breakfast in the playgroup and staff provide crumpets or beans on toast. Children's health needs are fully recognised and any allergies or dietary requirements are highlighted from their records and listed with comments to ensure that staff are aware.

Children have regular opportunities for physical exercise in the adjoining play area. This is easily accessed and has a soft play surface to enable children to choose indoor or outdoor play in a variable weather. Children have various outdoor apparatus and they climb and slide, they balance and learn to throw and catch. They pedal on bicycles and manoeuvre on wheeled toys. Children also have access to a larger grassed area adjoining the building, they use this for a nature area and usually in the warmer weather.

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

The provision is outstanding.

Children's safety has been highly prioritised in the planning and development of the playgroup premises and in the additional first floor play area, which includes a lift for disabled access. The stairs are safely used by older children and secure wooden gates are in place, with a well designed safety catch that children cannot reach. The whole premises are light and airy with comfortable and safe under floor heating. There is direct access to the soft surface, outside play area and all facilities are easily accessible. Children play outside very frequently and when they use the larger meadow garden, staff erect gazebos for shade to protect children from the sun. Parents have direct access to the entrance area with a wide variety of information available.

The inner door is fully secured when all children have arrived and there is a doorbell for parents to alert staff. Children are accommodated on both floors and when older children are present, they swap levels to enable them to have access to a variety of play resources; the rooms are organised with different equipment every day. Children can choose between construction and role play, puzzles, books, craft and painting and any organised games that staff introduce during the session.

Children practise fire drills very regularly and these are planned and recorded every two to three weeks. There are often impromptu evacuations because the smoke alarms are very sensitive when staff are making toast for children's breakfast. All fire equipment is in place and regularly maintained; all fire exits are clear. There are thoroughly organised routines to maintain children's safety because staff have developed folders for each day of the week and these contain all information needed for children attending that day. For example, health or medication needs, those with allergies or any ability needs, any family needs or collection routines. Staff can refer to the folders and obtain current information immediately. Children have outings to local places of interest and parental permission is always obtained in advance. Staff ensure that safety is paramount and they often ask parents to attend to support this.

Children's welfare is thoroughly maintained because all staff have a clear understanding of the procedures to safeguard children. They have all attended training. The managers have extensive experience of following procedures and linking with the local authority for support and guidance. There is a very clear policy in place to protect children and a separate procedure to be followed in the event of any allegations against staff. Parents are asked to explain any injuries that children have on arrival and these are recorded by the playgroup. Parents are made aware of the playgroup's duty to respond to any concerns about the children in their care.

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

The provision is outstanding.

Children show strong confidence and most are self assured, they are entirely happy and settled in the playgroup. They make decisions at times and can choose between activities. They are settled and secure in the setting and have established sound, trusting relationships with the staff. There are clear links in place with families and staff know children's individual characteristics well. Children are encouraged to follow the daily routines and increase their independence; they are fully aware of the layout of the playgroup building and move freely on each floor. Smaller children's needs are organised during a separate weekly session and this ensures that they use the ground floor only when they start to attend.

During the day the activities vary to ensure that children experience a wide selection of opportunities for learning. Children regularly practise changing their clothes for a physical education session. They take part with enthusiasm and talk about how much they enjoy this activity. Children manage their clothes and shoes well and staff help by giving guidance when items are inside out or the wrong way around. Children often change floors during a play session to experience more structured play on the first floor, the upstairs group will also swap to have freedom and choice downstairs. Children group together willingly for games and learn to follow the rules and take turns. They show delight and excitement for outside play, they are very sociable and noise levels rise at times. Children show a clear sense of belonging to the playgroup because they are fully supported and encouraged by the staff, who understand their emotional, physical and social needs, and who provide opportunities for their progress. Younger children's assessment records are closely linked with the Birth to three matters framework and their

development is recorded using these aspects, this is then linked with children's development profiles as they progress through the playgroup.

Nursery education.

Children are learning to socialise and they are building relationships with each other, they often have small conversations and laugh spontaneously. They readily join in with group activities and ask others to join the group game they have chosen. Children are praised for responding and taking turns when they follow instructions. They take turns to be helpers at group times. Children are learning to be polite and staff encourage this and praise them for saying thank you. They know the routines for tidying up and they instantly react when staff tell them it is time. Children proudly talk about their homes and their personal achievements, they are encouraged to remember what they have seen on the way to playgroup and relate this to the group. Children are very keen to use the computers, they show that they are adept at typing their names; they eagerly increase their skills of mouse control and are delighted to learn how to print their pictures. Children talk about the weather and how they have seen lambs on their way to playgroup. Another child has seen a broken gate and they talk in a group about which tools would be needed to mend the gate, they know about hammers, saws and screw drivers. Children are planting and growing flowers and vegetables in the outside area. Children talk about needing an ambulance after an accident, they often include real life experiences in their role play.

Children understand that writing or printed words have meaning. They recognise the letters in upper case on the keyboard and can identify the labelling around the room. They listen attentively to stories and look at pictures in large format books. They recognise the letter sounds at the start of their own names and staff often include letter sounds in words and stories. Children have opportunities for practising emergent writing and often write lists or menus. They have previously made up their own stories with pictures in book form and have also practised copying phrases. Children are encouraged to read from pictures and relate stories to others. Children often take turns to choose pictures that relate to songs and they know which song is depicted, this encourages them to take part in singing and action rhymes; some children sing spontaneously during their activities and this is prompted by recognising a star shape. They all use musical instruments and learn to beat in time to songs. Children have regular craft and painting activities, they practise cutting up materials, they make igloos using cotton wool and they glue items together. They paint their hands and make hand prints on paper, they enjoy painting with water on the fence outside. Children also use chalks to make coloured patterns on the fence.

Children regularly count each other when they are in a large group, they all join in with the counting and agree that this is how many cups they will need at snack time. Children are encouraged to use their fingers for counting and practise this during number songs. They each count how many cards they have left at the end of the domino game and staff help. Children show skills of recognising shapes and fitting pieces together when making puzzles and when joining lego. They recognise and name shapes, they make patterns when printing with their hands, or drawing on the fence, or creating patterns on the computer. Children use their growing physical abilities to accomplish many movements during their play and these are enhanced by the opportunities provided. They use large indoor apparatus at times and clamber and crawl through the caterpillar, in and out of the holes in the sides. They practise bouncing on the trampoline and use slides and wheeled toys in the play area. Children often experience different textures of substances, for example shaving foam or jelly. They take part in food preparation and have previously made fruit kebabs.

The quality of the teaching and learning is good. Staff have a clear knowledge of how children learn and they have a good understanding of children's individual capabilities. They competently organise the use of time and resources; they are continually alert to children's needs and always offer explanation and reassurance. Children have very regular daily routines and the planned activities cover a wide variety of learning experiences. Staff are responsible for assisting with plans for activities on a rota basis. They provide long term topics, medium term plans and daily focus activities, which show staff how to encourage children to achieve. Planning is displayed and clearly shows the intended learning based on the stepping stones of the Foundation Stage curriculum. There are home link books in which staff record what children have done or are planning to do during sessions and parents can also write in the books to inform staff of any home achievements. Staff record observations of children's progress and sometimes use one focus activity to record all individual abilities and these are then transferred to children's development profiles. However, the well recorded information about children's achievements is not used fully to show their development needs or the next steps for their learning and this is not reflected in the planning for future activities.

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

The provision is good.

Children have opportunities to develop their knowledge of the wider world and resources within the playgroup help to inform them. There are pictures and poster displayed to show people of different nationalities. There are multi-cultural story books and picture books, including a Caribbean counting book. Children make puzzles and play with small people; both reflecting the diversity within society. The playgroup include some festivals from other cultures and children have celebrated Chinese New Year and Diwali. Children's individual needs are considered and their learning difficulties are suitably managed. Staff provide individual education plans for children and these show the strategies planned and the evaluation from the staff. Children play with specially made puzzles that staff have designed to ensure that children's interest is held, and records show that the idea has been effective. There are sound links with other agencies to ensure full support is obtained. Staff show a clear commitment to ensuring that all children have opportunities to succeed.

Children behave well because they have activities to interest and hold their attention and they know the playgroup routines. They become excited at times and noise levels rise, but the high ratio of staff to children ensures that staff monitor and supervise at all times, they interact continually with children and inform them about what is happening next. Children are frequently praised for their efforts and they are encouraged to remember politeness and respect. The home link books are often used by parents to explain children's behaviour and to seek advice and support from staff. There are established routines of including 'time out' for children to manage any unwanted behaviour, however, staff intervention and one to one attention is usually very successful. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children are settled and happy in the playgroup because there are many well planned systems in place to ensure that parents can share information and liaise with staff, although no defined key worker system has been established to support individual families. Parents are welcomed and they gather in the entrance area to deliver and collect children. They have ample information displayed and access to all the playgroup policies and procedures, including a clear complaints procedure. Parents sign contracts and provide all written permission to meet regulatory requirements. Collection routines are organised in advance and written in the daily diary for other staff to see. Forms have also been developed for parents to complete, if they move home or change their contact details. Parents

are able to provide individual information when children attend and this is detailed to help staff understand children's needs. Staff also include efficient and organised systems to liaise with parents, especially when children first attend. The daily home link books provide opportunities for parents to share information and contribute to learning.

All parents interviewed are very happy and fully satisfied with their children's care and learning. They have monthly newsletters and notices are instantly displayed to inform parents of any contagious or infectious illness. Photographic record books are available to show parents the range of activities provided and children's participation in these; there are also individual photographic records compiled for each child. Parents attend open evenings twice a year and this is linked with children's transfer to school; children are initially involved at this meeting and their development profiles are discussed. Parents have questionnaires to complete annually and sometimes more frequently, to enable staff to gauge their level of satisfaction with the playgroup.

### **Organisation**

The organisation is good.

Children's care and the daily management of the playgroup is fully organised and planned. There are thorough checks in place to ensure that staff are cleared to work with children and documentation is available. The playgroup have an operational plan which includes a wide range of policies and procedures including all regulatory requirements. The registration certificate is clearly displayed in the entrance area and children's attendance is fully recorded, with individual times noted. All visitors are also recorded and timed on the premises. The playgroup maintains a strong ratio of staff to children and all new staff follow a clear induction procedure. There is a trial period of three months with good ongoing support. A high level of qualified staff are employed, who are dedicated and committed to the children's care and education. They show enthusiasm for team work and rotating responsibilities to increase their knowledge and learning; staff training needs are supported and provided.

The leadership and management is good. The playgroup managers are experienced and continually offer support and guidance to staff through regular staff meetings and informal discussions. They have maintained close links within the community and with local schools who visit. They liaise with the committee and ensure that the roles of officers are defined, for any future parents wishing to become committee members. They also liaise with the committee regarding staff appraisals and help to organise training requirements. New training is sought through the local early years network, who visit the playgroup regularly and share up to date information. The playgroup managers have introduced an evaluation system and this is comprehensively shared with the staff because they each take responsibility for a section and report back at a staff meeting. This enables all staff to evaluate playgroup performance alone, to share their understanding and to gain the opinions of all staff. The setting meets the needs of the range of children for whom they provide

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

At the last inspection the providers were asked to develop parental involvement in (i) sharing what they know about their child and (ii) encouraging more involvement in their child's learning with supportive home activities. Staff provide a wide variety of information about the Foundation Stage curriculum and the activities for intended learning in the entrance area for parents, they also include link books for each child to enable parents to write about children's achievements

at home. The information and the individual books provide parents with an opportunity to become more involved with children's daily learning.

The provider's were also asked to look for ways to make drinking water more accessible to children throughout the day. Children now have water dispensers on both floors with disposable cups and they can easily access drinking water any time.

### **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):

- develop a key worker system to ensure that individual links with parents are strengthened, to help to increase parents' knowledge and all children's development

#### **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):

- show how the observation and assessment of individual children's learning is used to inform the future plans for activities.

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)