

Ropley Playgroup and Pre-School

Inspection report for early years provision

Unique reference number	109853
Inspection date	11/03/2009
Inspector	Louise Bonney
Setting address	Ropley Parish Hall, Church Street, Ropley, Alresford, Hampshire, SO24 0DT
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Ropley Playgroup and Pre-School opened in 1960 and is run by a voluntary parent committee. It operates from the parish hall, which is situated in the centre of the village. It serves the local area and surrounding villages. The adjacent recreation ground is used for outdoor play.

The provision is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 18 children on roll from two years nine months to under five years. Children over three receive early years education funding. There is not currently any provision offered for children within the older age range under the Childcare Register. The setting supports children with learning difficulties and/or disabilities.

The setting opens each weekday from 09:00 until 12:00, term time only. On some days, according to demand, it remains open until 13:00 when children stay for a lunch club.

The preschool employs five staff, four of whom hold appropriate early years qualifications at Levels 5, 3 and 2.

The group is accredited through the Preschool Learning Alliance scheme, Aiming for Quality.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The committee, parents and staff all contribute to the rigorous evaluation of the setting and act upon identified areas for development through the implementation of a clear action plan. Staff set up the hall daily to provide a safe, stimulating and inviting environment and children are keen to participate in the wide range of well resourced activities available. Staff ensure children's individual learning and development needs are recognised and met through carrying out systematic observational assessments. They establish some effective links with parents, other groups and support agencies to support continuity in children's care and development. Staff and the committee safeguard children by carrying out appropriate procedures, such as for recruitment and child protection.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- introduce opportunities for children to tell each other what they have found out, to speculate on or describe their experiences in order to rehearse and reflect upon their knowledge and to practise new vocabulary
- develop further the already established links with other providers to ensure the prompt exchange of new information about children's needs and to

- provide continuity in their learning
- develop children's awareness of the need to use soap when washing their hands.

The leadership and management of the early years provision

The parent committee and staff are an effective team, who are committed to developing good quality provision for the children. They have achieved accreditation through the Aiming for Quality Scheme. Staff maintain their professional development through attending courses. The committee rigorously vet new staff, and all current staff have attended Advanced Child Protection courses. This safeguards the children. The setting seeks and acts upon feedback from parents and have a clear development plan that is being effectively implemented. Children now access many resources independently from storage units and the café style snack bar means they concentrate on their activities without interruption until they are ready for a break. Staff evaluate activities to ensure they maximise opportunities for children to develop understanding in all areas of learning. Staff systematically observe and assess children's progress towards the early learning goals. They identify individual children's next steps and each week use some of these in rotation to inform planning. This ensures that staff recognise and provide focussed support for each child's developmental needs. This, together with staff's sound understanding of how to extend children's knowledge as they play means that children make good progress towards the early learning goals.

Parents receive clear information about the provision, such as through the excellent brochure and displays of planning. Staff and the committee seek and act upon feedback from parents. They are introducing regular cookery sessions each week and have made more space in the foyer, as suggested by parents, and provide further information about how they support children's early reading and writing skills. Parents attend meetings with their child's key person and take home their children's Learning Journey records every term. These records clearly identify children's progress and their next possible steps, and staff encourage parents to add their observations. This develops strong partnerships with parents and enables them to continue children's learning at home and in the setting.

The quality and standards of the early years provision

Staff set up the hall daily to provide an environment that children find welcoming and exciting. There are clearly defined activity areas, such as for role play or riding tricycles, which help children focus on their activities. Children explore various materials, such as a trough of wood shavings, a table covered in shaving foam and a wide selection of art and craft materials together with recycled materials. They access resources other than those already set out from clearly labelled storage units. This builds their confidence and independence as they make decisions about their activities. Staff plan activities indoors and outdoors to support all areas of learning, and plans reflect children's interests and their identified next steps in learning. Children show behaviour that supports learning as they join in group activities enthusiastically. Staff manage children's behaviour skilfully, modelling

calm and quiet reasoning which children respond well to. Children seek their support if they have any difficulties and follow known rules as they use the timer when they wish to have a turn on the tricycles.

Staff work closely with the children and support their learning well during both adult-led and child-initiated activities. They help children develop their role play and show them how to operate equipment they are unfamiliar with, such as the electronic till. Staff encourage communication skills as they model new language, children change tapes on the player as they listen to stories and distinguish the sounds in words, such as when they find W for Wednesday for the calendar. Children show good awareness of number and frequently count as they play together. They play cooperatively as two ride on a tricycle indoors and then swap places, or as they use bats and balls together when outside. Children show critical thinking skills as they spend considerable time and care making models and deciding what will or will not hold their model together, and staff model language such as 'stable'. However, staff do not provide opportunities for children to later share their experiences and speculate with others about their discoveries and new knowledge and vocabulary.

Children with learning difficulties and/or disabilities receive good support from staff. Children practise sign language as they repeat rhymes. Speech therapists attend the setting and share activities for staff to do with the children until her next visit. Staff identify any early concerns and provide activities that support children's development. They introduce and diligently complete link books which highlight children's favourite activities and interests, which parents take to other settings for them to read and add to. However, these link books do not detail children's identified next steps or share advice received from external agencies to further develop continuity between settings the children attend.

Children develop good awareness of health and safety. Children show good levels of independence and have healthy options as they prepare their own fruit at the snack table and pour their own drinks, then wash up their plates and cups. They know when it is appropriate to wash their hands. However, staff do not always remind children that they need to use the soap available to ensure their hands are clean and to reinforce hygiene awareness. Children have daily opportunities to exercise outside on the adjacent recreation ground. They recognise how their bodies change as they run and get out of breath and take off their coats as they become hot. Children follow the safety rules as they cross the car park safely and keep within their set boundaries on the recreation ground, shown by cones the staff set out.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.