

# Ruskington Rascals Playgroup

Inspection report for early years provision

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**Unique reference number**

EY309842

**Inspection date**

13/01/2009

**Inspector**

Anne Barnsley

**Setting address**

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Ruskington Rascals Playgroup has been privately run by the current manager since 2005. It operates from Ruskington village hall in Ruskington, Lincolnshire and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 38 children may attend the group at any one time and most days 38 children attend. The group is open for morning sessions Monday to Friday from 09.10 until 12.00 and afternoon sessions on Tuesday and Wednesday from 12.30 until 15.00 during term time. Facilities include a large playroom, a smaller playroom, toilets, storeroom, kitchen and two secure outdoor play areas. The provision is accessed via double doors at ground level. There is a large car park available for parents and staff.

There are currently 62 children aged from two to five years on roll. Children come from the local area to attend the group. The playgroup supports children with special educational needs and children who speak English as a second language.

The playgroup employs nine staff. All of the staff, including the manager, hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Children are happy and fully included in this setting due to good organisation and strong team work. Staff support and plan effectively for the needs of all children. Established partnerships with other settings children attend, and with parents and other agencies, enhance children's experiences. Policies and procedures are mostly effective, although these currently need updating. The recommendations from the last inspection have been met and the provision is starting to use self-evaluation for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- include the time of any previous medicines given to children on their medication records
- develop further the risk assessment for the setting and ensure that this is regularly updated and full records of safety checks are documented
- review all policies and procedures and update these to ensure that they reflect the Early Years Foundation Stage.

## **The leadership and management of the early years provision**

Children's welfare, learning and development is promoted very well. Systems for monitoring and evaluating the provision have recently been introduced. All staff actively contribute to this so that strengths and weaknesses are agreed and

improvements to the provision are implemented with a consistent approach. All the staff team actively participate in appraisals and training to develop their knowledge and skills, and all staff have a recognised childcare qualification. The setting works closely with the local authority to further develop their practice and enhance the learning and care opportunities for the children. All necessary policies and procedures are in place, however all need to be reviewed and some need additional information added. Medication records fail to document the previous time that medicine was administered by the parent. Risk assessments do not contain enough detail about all potential hazards and the action to be taken to make these safe. In spite of this, risk assessments do identify the main hazards and they do provide details of the risks and action taken on all outings and trips. In addition daily safety checks are made throughout the premises, both inside and outside, as the premises is used by other members of the public. Staff are vigilant in their supervision of children and work extremely closely with parents to ensure that the safety measures that are in place are fully shared. An example of this would be the new system for using car parks, which enables one of the car parks to be used safely for outdoor play in wet weather to avoid using the grass. Another example is a new system that positions a designated member of staff at the front door at drop-off and collection times to ensure children are safely received and returned to their parents.

The relationship with parents is strong. The setting operates an open-door policy and parents are welcome to attend the setting at any time and can talk to their child's key person, view their child's records or simply join in with the session. All new parents spend time in the setting when their child first starts. Staff work very closely with them while they assess each child's individual needs in order to start their care and learning programme. Parents attend organised 'parent afternoons' twice yearly during which they can discuss their child's progress and their learning records in detail with their child's key person. Parents are kept very well informed about their child's care and learning and they are also very well informed about pre-school events, learning programmes and general issues. Newsletters are sent home regularly and daily information is written in a diary for parents who speak English as a second language so that this can be translated for them. A notice board provides parents with relevant information that they may need and all parents are given copies of the pre-school policies and procedures to read.

Children are safeguarded well because all staff are suitably vetted to work with children. All staff undertake safeguarding training and have a good knowledge of what they should do if they had a concern about the welfare of any child. Safeguarding information is displayed on the notice board and is easily accessible to all staff.

## **The quality and standards of the early years provision**

Children are making rapid progress in their learning. They independently chose from a wide, stimulating range of resources. These are set out extremely well and entice children and promote their curiosity. Children eagerly engage in play and are fully occupied and industrious. Staff interact sensitively with children and ask them thought-provoking questions that develop children's thinking skills and

encourage them to ask questions in return as part of their reasoning. Children receive high levels of praise and encouragement and their self-esteem is promoted extremely well. Children have a strong sense of belonging because they are valued as individuals. As a result children's behaviour is very good and they work together as a harmonious group. Children are very confident communicators and initiate conversation with staff and each other. They actively participate in group activities and at story times and show great pleasure during these sessions. Children's conversations are highly respected and staff pick up on subjects that children raise and plan effectively around these to ensure that children's natural interests and preferences are being catered for. Children can ask for activities and toys of their choice in addition to those that have been set out, and they have a good balance of indoor, outdoor, planned and self-directed learning through play. Children take the lead in their learning and their key person knows how to progress each child and provide the appropriate level of challenge so that children reach their next steps in learning. Thorough observations and evaluations are regularly undertaken by all staff to ensure that each child's development and learning progress is fully reflected in their learning journal and their next steps are clearly identified and planned for.

All areas of learning are effectively promoted in this setting and are presented to children in various ways so that they learn through fun. Children dress up and act out both real and fantasy experiences. They make very good use of the computer and show great competence with their computer skills and comprehension of the tasks. Children count very well, both backwards and forwards and they have a good understanding of early mathematical concepts such as shape, numbers, size, measure and sequencing. Children use writing materials with precision and can trace over lines, colour within a shape, and many can write their own names either with some help or completely unaided. Children enjoy playing both alone in their imagination, or with friends. They take turns and share tools in the sand pit and laugh and giggle as they invent their own games. Children are developing the ability to make friends and to know what they prefer to do and when they wish to do it. They chose when they wish to take a break and have their snack and are fully supported by staff in learning to plan and organise their own ideas and thinking.

Children's welfare is highly promoted. They are well cared for by staff who have established a familiar routine which makes children feel secure in stable environment. They know what is expected of them, what is going to happen now and what will happen next. As a result children are relaxed and happy. They have healthy snacks of fresh fruit, freshly made popcorn, and regular drinks so that they do not become thirsty. Children who remain all day and may wish to rest can do so on bean bags in the smaller play room. Children learn about their bodies and their personal needs by becoming responsible for personal hygiene under the guidance and support of the staff. They learn to take notice of the weather and how to dress for outdoor play. They learn the importance of being active and of having sufficient rest and quiet times. They eat lunch together as a group and are learning the importance of manners, social interaction and helping to clear away their lunch things. They learn about healthy eating, health matters and the importance of being active through well-planned themes that support their day-to-day experiences. Safety is understood well by children who follow simple rules and

understand why. They learn about safety in the wider sense through visits from the police and when on outings and trips. Children are developing skills for the future in all areas of learning and are developing an active disposition towards learning.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 which required the provider to take action.

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.