

# Hutton Rudby Playgroup and Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	400401
<b>Inspection date</b>	03/06/2009
<b>Inspector</b>	Kate Pringle
<b>Setting address</b>	Doctors Lane, Hutton Rudby, Yarm, Cleveland, TS15 0EQ
<b>Telephone number</b>	01642 590 203
<b>Email</b>	
<b>Type of setting</b>	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 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**

Hutton Rudby Playgroup and Pre-School is a committee run group which has been registered since 1998. The setting is registered on the Early Years Register and the voluntary and compulsory Childcare Registers. It is located in the grounds of Hutton Rudby Primary school and serves the local and surrounding areas. The group operates from its own premises and has use of one large room plus toilet and kitchen facilities. It has access to a secure outdoor play area and to the school hall at designated times. The group provides sessional care for up to 26 children aged between two and five years. There are currently 45 children on roll, of whom 14 three-year-olds and 11 four-year-olds are in receipt of nursery education funding. There are procedures in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The group opens five days a week during term time only. Sessions are from 09.00 to 11.30. Afternoon sessions are held on Mondays, Tuesdays and Fridays from 12.45 to 15.15. There is the opportunity for children to stay for a 'lunch club' on Wednesdays and Thursdays after the morning sessions. Four members of staff are employed, one of whom is full-time. Of these, three hold a recognised childcare qualification, one of whom is working towards a higher qualification. The group receives regular support from the Local Authority.

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

Overall, the quality of the provision is good. Children are confident and secure and this enables them to progress well in their development. The different aspects of children's welfare and learning are promoted successfully within this inclusive setting which encourages children to be independent learners. Children participate in interesting and well-resourced activities. Opportunities are planned which encourage investigation both inside and outdoors. Systems are established to support individual children in their progression towards the early learning goals but staff do not yet track the progress made by different groups of children. Staff work well as a team to evaluate the quality of the setting, identifying strengths and areas for improvement to ensure its continuous development.

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

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

- develop an assessment system to determine the overall progress made by different groups of children from entry point to leaving the setting
- ensure regular review of risk assessments.

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

The quality of the provision is monitored effectively with all staff fully involved. They have successfully developed a process of self-evaluation which correctly

identifies areas of strength and weakness. A development plan identifies actions to make a positive impact upon improving provision. For example, leaders agreed that risk taking for children is proportionate and this has enabled children to consider how to minimise risk, through shared discussion, before they undertake a specific activity. Recommendations from the previous inspection have been successfully met. Safeguarding requirements are embedded, including steps to ensure the suitability of staff to work with children, but some documentation particularly related to risk assessments, is not sufficiently regularly reviewed and updated. There is a strong commitment to developing the skills of staff. Training is up-to-date and relevant to the Early Years Foundation Stage needs and this means that all staff fully understand their roles and responsibilities. The one unqualified member of staff is about to begin National Vocational Qualification level 2 training. Staff's good knowledge and understanding of the Early Years Foundation Stage needs mean that children are well cared for and make good individual progress. Since there is currently no system to assess the achievement of different groups of children, it is difficult for the staff to demonstrate their overall rate of progress and adjust the planning accordingly.

Relationships with parents are excellent. Parents are extremely supportive of the setting. Shared information about children's learning and their welfare is key to this success. Typical comments from parents include, 'I couldn't ask for more information – I know exactly what is happening.' Leaders ensure that staff have the necessary information about children's care needs, routines and interests. Key persons take responsibility for named children and this enables them to address individual needs. Links with the main school are well established and the setting takes advantage of different opportunities to prepare children for effective transition into the Reception class. For example, regular use is made of the large hall for movement and games and children take lunch with the older children in the term before they move. As a result, children are familiar with different aspects of school and transition has fewer problems.

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

This is a warm and attractive environment in which children's individual needs and interests are central to their welfare and learning. Children settle quickly. They are confident and behave well as they interact with other children and adults. This results in a positive and friendly atmosphere. Children enjoy participating in activities as they learn through play, sharing and taking turns as they explore the different areas of learning following their own initiative. They follow established routines and use equipment safely. Children are taught to manage their own safety, health and hygiene. For example, they understand when to wash their hands and they help to prepare their mid-morning snack, learning to use knives safely. Resources are of good quality and children are encouraged to access these and help to put them away after use. This helps them to understand their responsibilities and make a positive contribution towards keeping resources in good order.

Changes to planning since the introduction of the Early Years Foundation Stage framework demonstrate a greater focus upon child-initiated activities. As a result,

children are becoming increasingly independent learners and new activities reflect the interests of individual children. This means that children are more involved in their learning. The outside area is well resourced and children's free access to this area is developing. Children particularly enjoy the opportunities to investigate exciting activities that challenge their knowledge and understanding of the world around them. For example, they took great delight in considering the difference of water flow down a drainpipe when the angle was changed. Staff listen carefully to what children have to say. They use open questioning skills to challenge children's thinking. They share the children's delight in their achievements and this motivates the children to progress further.

Systems for assessing the progress of individual children are in place. Staff track achievements through observations and photographs which are recorded in their 'Learning Journey' booklets. Next steps in learning are identified and staff are beginning to address these as they plan future activities. Tracking systems are the same as those in use in the Reception class of the school and this means that the progress of children is progressive and continuous. The identification of achievement in the pre-school demonstrates good links to the Early Years Foundation Stage programme.

## 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?	1
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

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## **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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