

Rascals Pre-School Playgroup

Inspection report for early years provision

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Inspector	Teresa Elkington
Setting address	Methodist Church Hall, Claimar Road, Rustington, West Sussex, BN16 2NL
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

Rascals Pre-School is a church run group. It opened in 1989 and operates from the Methodist Church Hall. It is situated in the village of Rustington, near Littlehampton, West Sussex. A maximum of 26 children may attend the pre-school at any one time. The Pre-School is open four days a week, Monday, Tuesday, Thursday and Friday from 9:30 am to 12:15pm term time only. Children have access to a fully enclosed outdoor play area.

There are currently 34 children aged from two years to under five years on roll. Of these 29 children receive funding for nursery education. Children come from the immediate and surrounding areas. The Pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

A team of seven members of staff and two volunteers work with the children. Of these, five staff hold an appropriate qualification. There are two members of staff working towards a qualification.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and welfare needs are effectively met due to the staff's clear understanding of their individual needs and characteristics. Children enjoy their time as they play in a child-friendly setting accessing interesting play opportunities. Children make choices and show independence as they play. Strong links with parents ensure that they are clearly involved in their children's care and education and good partnerships have been established with other professionals to ensure the individual needs of children are fully supported. The setting has a strong commitment to continuous improvement, and effectively identifies areas of weakness which they act upon to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve hand washing routines
- develop snack times to allow children to develop in independence and become active participants.

The effectiveness of leadership and management of the early years provision

The setting makes comprehensive written policies and procedures available to all parents. These are regularly updated and ensure that the setting is managed safely, efficiently and in the interests of parents and children. Children are well safeguarded as all relevant procedures are consistently implemented by all staff. There are thorough systems in place to protect children from unvetted persons and to ensure staff are suitable. Children's safety is maximised as they are well supervised and they play in an environment, which has been thoroughly risk assessed to reduce potential hazards. Children's ability to be independent and make choices in their play is promoted by the freedom that they have in a secure setting. This allows children to play indoors, outdoors and gain valuable experiences on outings into the locality. Staff promote children's understanding of keeping themselves safe, for example, they regularly participate in fire evacuation drills. Procedures are in place to support children's health needs, however, hand washing routines do not always prevent the possibility of cross-contamination.

The systems in place for self-evaluation are good. Parents are included in this process where their opinions are sought through the use of a questionnaire. An effective appraisal and training programme is in place providing many opportunities for the staffing team to develop their professional status. The setting uses regular staff meetings to consider ways of improving outcomes for children. There have been improvements since the last inspection which include, the provision of opportunities for children to observe and explore their natural world and the revision of policies and procedures to ensure that they are in line with current regulations. The good organisation of available space and resources allows children to explore all play and learning opportunities independently both indoors and outdoors, enabling all children to take part in purposeful play opportunities. Staff are well deployed within the setting ensuring that children are fully supported in their learning and development at all times.

Partnerships with parents are very well established. They are encouraged to play an active part within the pre-school. They frequently take turns at being a parent helper for sessions, which provides them with a valuable insight to pre-school life and how their children learn. A wealth of information is available through the use of a well presented prospectus, welcome pack, newsletters and well displayed notice boards. Parents receive regular information regarding their child's development and learning through both formal and informal meetings with individual key workers. The setting values and fosters clear working relationships with external agencies to ensure children with additional needs are fully supported. Effective procedures are in place to support children who attend another early years setting and for those moving on to primary school, which ensures continuity and consistency of care and learning. Parents speak positively about their children's experiences and speak highly of the professionalism of staff and the friendly environment that has been created to allow children to feel at ease and enjoy their time at pre-school.

The quality and standards of the early years provision and outcomes for children

Children make good progress in all areas of their learning as they independently access an appropriate range of learning opportunities. The setting gathers a range of information about children to ascertain their starting points which are supported by well developed systems of observations to ensure that children's progress is fully understood and effectively planned for. Staff pay close attention to children's individual interests as springboards for their learning and play experiences. Children are very relaxed and familiar in the setting. They arrive and settle quickly, readily leaving their parents in readiness to follow the routines of their day. They have access to a child orientated setting where their own work is effectively displayed providing a sense of belonging for all. They independently select their own resources which enables them to follow their own interests and desires. Independence is generally encouraged, however, the organisation of snack time does not allow children to learn about volume as they pour their own drinks, or to help with preparing the food. They move with ease and confidence both indoors and outdoors showing that they are fully engaged and eager to participate in all that is available to them.

Children are confident, friendly, develop good social skills and make friendships. Consequently their behaviour is good. They demonstrate a positive attitude to each other as they share ideas and resources and include each other in their play. They show cooperation and a willingness to participate. For example, as they play parachute games as a whole group and as they listen intently to what others have to say, waiting their turn to add to the conversations. Children take part in daily physical play and they make good use of the free flow system to the outdoor area that is also well equipped. Children have good opportunities to learn to respect diversity by celebrating festivals from different cultural traditions as well as their own. Children are provided with a sense of belonging; their achievements are celebrated at 'Pre-school praise' events which take place on a regular basis, and they are helped to become prominent young members of the local community as they use the library and as they enjoy walks around the town.

Children develop a keen understanding of the importance of good health. They enjoy a range of healthy fruit options at snack time and they receive daily fresh air and exercise through the free flow system that is in place. Children develop good personal hygiene routines as they independently wash their hands prior to eating their snacks and also after visiting the toilet. Children respond to their bodily needs well, for example, they help themselves to drinking water when they are thirsty and actively put on sun hats as protection in preparation for outside play. They enjoy many opportunities for developing the use of the large and small muscle movements through a range of activities both inside and out. For example, they show care as they use the climbing frame and as they use a range small tools as they cut and shape the play dough.

Children show skill and perseverance as they use the computer with age appropriate games. They plant and nurture a range of vegetables in the garden, which they actively water and look with interest at the daily growth, which is well

supported by visitors coming into the setting to share the progress of their allotments. For example, children show delight as they learn first hand about peas being grown, listening as the pea pods are popped and looking with wonder as to what is inside and tasting the raw contents. They measure the progress of their sunflowers which they sowed from seed and compare the different sizes to find which is the tallest.

Children's understanding of the written word is supported well. They self select their names upon arrival in the mornings which is well supported by the staffing team. They use emergent writing as they develop their awareness of the written word and they enjoy looking at books both as a group and independently. Their creative flairs are developing well, they paint and draw using a range of resources and take pride in the pictures that they have created, They use their imagination as they play in the role play area allowing them to act out familiar scenarios in their own lives and in preparation for transition into school. For example, as they dress up in school uniforms. The setting enables positive outcomes for all children and their families.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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