

Ravensdale Primary School Play Group

Inspection report for early years provision

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Inspector

Karen Eunice Millerchip

Setting address

Ravensdale Primary School, Ravensdale Road, COVENTRY,
CV2 5GQ

Telephone number

02476 444 966

Email

headteacher@ravensdale.coventry.sch.uk

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Ravensdale Primary School Play Group originally opened in 1992 and was re-registered in 2010. It operates from rooms within Ravensdale Primary School, in Wyken, Coventry. The group is open five days a week during term time only. Sessions are from 9am to 11.30am and 12.45pm until 3.15pm. The pre-school group serves families from the local community and children attend for a variety of sessions.

The group is registered to provide care for 24 children at any one time. There are currently 35 children from two to four years on roll. The setting has strategies in place to support children with special educational needs and/or disabilities and for children who speak English as an additional language. This setting is registered by Ofsted on the Early Years Register.

There are four staff available to work with the children. All staff have early years qualifications to level 2 or 3. The setting receives support from the local authority and the early years coordinator from within the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting offers a supportive and inclusive environment in which the majority of children's individual needs are met well. Good partnerships with parents are in place; staff find out children's starting points and use this information to create a flexible learning environment. This means that children are happy, safe and enjoy their time at the setting. Systems of self-evaluation are used to gain parents' views but do not currently include the views of all staff and other professionals. Comprehensive policies and procedures are shared with parents and fully support the effective running of the setting. The setting shows the capacity for good continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems for self-evaluation to ensure all staff are consulted
- develop systems that clearly identify how the differing needs of individual children will be met to provide appropriate levels of challenge.

The effectiveness of leadership and management of the early years provision

Children's well-being is enhanced and their welfare promoted as there are effective safeguarding procedures in place. Robust recruitment and induction procedures

ensure that staff are suitable to work with children. Thorough risk assessments and daily checks mean that hazards are minimised and children's safety is consistently promoted. Children demonstrate a very good awareness of safety issues. For example, they naturally incorporate the safe use of tools and equipment into their daily play. A range of comprehensive policies further supports the provision of a safe, secure environment. Staff know the children well and systems are in place to support children and families who have English as an additional language, such as, translating policies, learning 'home' words and use of non-verbal communication to ensure they are fully included in the daily routine. Children's behaviour demonstrates that they feel safe as they organise their play, select resources independently and approach staff for help or to include them in their play and discussions.

The manager works closely with senior staff and has consulted parents, by way of a questionnaire, to ensure areas for future development are accurately identified. The staff within the setting feel confident to express their views and ideas, however, current systems for self-evaluation do not currently reflect the views from all staff involved in the provision of the Early Years Foundation Stage. Staff work well together, supporting each other and helping to ensure that children's care is consistent and they are offered appropriate support. Space and resources are used effectively to promote children's learning and development. For example, the room is well organised to accommodate a wide range of play options. Planning is in place and covers all areas of learning but tends to focus on resources rather than how to differentiate to provide for children's differing abilities. Therefore, some children may not develop as readily as they could.

A gradual settling in period ensures children are fully supported in separating from their parents and carers and any feelings of anxiety are overcome. Children's self-esteem is promoted as they are chosen to be 'monitor for the day' and carry out special tasks. Staff maintain good relationships with parents and carers, enabling them to exchange information and ensure that children are consistently offered appropriate support. Parents are kept well informed of their child's progress and activities, for example, through the good use of daily communication, newsletters and learning journals. The setting also works well with other professionals. For example, they have strong links with the school and work in partnership with them to prepare children for this transition.

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

Children make good progress in all areas of learning because staff have a good knowledge of the Early Years Foundation Stage. They implement practical procedures for observing children and use this information generally well to provide individual learning experiences. Children are encouraged to develop their own play and are offered appropriate support. This enables them to play an active role in their learning and develop skills that will help them in the future. For example, children make independent choices about their activities and work well together, sharing ideas and taking turns, thereby, extending their play and thinking.

The consistent approach to behaviour management reinforces children's sense of security and supports them in developing a good understanding of appropriate behaviour. Staff offer children ongoing explanations and encourage them to work together to resolve any disputes. Thoughtful daily procedures mean that children are offered opportunities to develop social skills as they express themselves and learn to appreciate the views of others. Children's understanding of the world around them is developed as they access relevant resources such as books, puzzles and role play items, that provide information and positive images. They also participate in discussions and activities. Children develop imagination through role play such as using resources related to travel agents; children enjoy looking through brochures and using writing materials and information technology to book holidays for their friends. Activities such as these enable children to develop skills such as counting, imagination, communication and negotiation.

Children benefit greatly from daily sessions to be active, explore and investigate the dedicated outdoor play area. There are discreet areas for different activities and children can be fully involved in the role play or physical activities or find a quiet area amongst the trees to have time alone. They can also independently access an outdoor area adjacent to the classroom where they tend and water plants, investigate natural and man-made resources and use a variety of mark making materials. Children gain skills for the future as they access a good range of information and communication technology equipment. For example, they competently choose and complete programmes on the computer and use mobile phones, calculators and keyboards in the role play area. They have opportunities to develop early reading, writing and numeracy skills through everyday experiences.

Children learn about the relevance of good health practices. They wash their hands before snacks and meals and confidently discuss the importance of 'not touching other children's food because of germs'. During physical play they contribute to discussions about the importance of exercise and a healthy diet.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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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