



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106022

DfES Number: 520217

### INSPECTION DETAILS

Inspection Date	04/05/2004
Inspector Name	Anne Legge

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ruperts Under 5's Pre-School
Setting Address	Seaton Primary School Valley View, Seaton Devon EX12 2HF

### REGISTERED PROVIDER DETAILS

Name	The Committee of Ruperts Under 5's Pre-School 1019726
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### ORGANISATION DETAILS

Name	Ruperts Under 5's Pre-School
Address	Seaton Primary School Valley Veiw Seaton Devon EX12 2HF

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Ruperts Under Fives is a sessional playgroup providing weekday morning and afternoon sessions in term time for children aged from three years to school entry. Morning sessions are from 09:00 to 11:30 and afternoon sessions from 12:30 to 15:00. The playgroup is registered to care for up to 26 children at a time. Most children attend two or three sessions each week, increasing to five sessions before the transition to school. Two sessions a week are reserved for four-year-olds. Each session is normally staffed with a qualified playleader, qualified deputy and three assistants. The majority of children live in Seaton or nearby and move on to full time education at Seaton Primary School. The playgroup meets in a mobile classroom, located within the school grounds and has weekly use of the school hall and playing field for PE. Older playgroup children also visit the school reception class twice weekly for story-time. The premises have their own kitchen, integral toilets and an enclosed outside play area. The playgroup is a member of the Pre-school Learning Alliance with an emphasis on learning through play. It is registered to receive early years nursery funding for eligible children aged three and four years. Support is offered to children with special needs or with English as an additional language.

### How good is the Day Care?

Ruperts Under Fives Playgroup provides good quality care for children. The supervisor demonstrates competent leadership of a well organised and committed team of staff. The premises are attractive and welcoming to parents and children, and space and resources are used effectively to provide a good range of play opportunities. All the required documentation is in place, although some lacks the necessary detail.

Standards of safety are good and staff help children to be aware of dangers. Health matters are satisfactory, hygiene procedures are good and staff ensure that all dietary needs are met. Staff have a good understanding of equal opportunities and special needs issues and are keen to value differences and meet all individual needs. They have a good knowledge of most aspects of child protection.

Staff plan a wide variety of activities for children, covering all areas of their development. High staff ratios enable them to give children plenty of attention. Staff use their understanding of children's needs to interact with them effectively, promoting their development. Children behave very well, due to the skill of staff in keeping them interested and managing their behaviour in positive ways.

Staff provide parents with regular information about the playgroup and key workers discuss children's progress with their parents. Systems for sharing children's records with parents are not yet well developed.

#### **What has improved since the last inspection?**

At the last inspection, the playgroup agreed to prepare policies for child protection, sick children and uncollected children. They also agreed to obtain parents' consent to seek emergency medical advice or treatment, devise a system for recording dietary needs and review staff training needs regarding food hygiene.

All the required policies and procedures are now in place, although some need to be reviewed and updated. Four staff have completed food hygiene training and the supervisor plans to complete an advanced course. Parents now sign consent forms on admission, for emergency medical advice or treatment, and children's dietary needs are recorded on cards in an appropriate card index system, kept on the desk.

#### **What is being done well?**

- The playgroup benefits from strong leadership and an enthusiastic staff team, who work effectively together.
- Staff have very good relationships with children and manage their behaviour positively and effectively. Children behave exceptionally well.
- Staff plan a wide range of interesting activities for children and interact with them skilfully to help them make good progress in all areas.
- The playgroup meets in comfortable accommodation, where indoor and outdoor spaces are well organised and used imaginatively to offer children a good variety of play experiences.
- Safety is given a high priority and staff teach children to recognise hazards and minimise risks.
- Staff are committed to equal opportunities and to meeting the individual and special needs of the children.

#### **What needs to be improved?**

- systems for informing parents about their child's progress
- accident and incident records, so that all recorded information is confidential
- the child protection policy, to include details of procedures to be followed if an allegation of abuse is made against a member of staff or volunteer

- the complaints procedure, to include information about how parents can complain to Ofsted.

### Outcome of the inspection

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Ensure that confidentiality is maintained when sharing records of accidents and incidents with parents.
14	Ensure that all policies and procedures are updated regularly and include all the necessary details, including the child protection policy and complaints procedure.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Children at Ruperts Under Fives Playgroup make generally good progress towards the early learning goals. Effective teaching enables them to make very good progress in personal, social and emotional development and in creative and physical development.

The quality of teaching is generally good, with some very good features. Staff have a good understanding of most aspects of the foundation stage curriculum. They plan a wide range of activities for children, covering all areas of learning each day. Sessions for four-year-olds are especially well planned. Staff interact skilfully with children, using questions and discussions effectively to develop their language, humour and imagination. Time and resources are usually used well, but learning objectives are not clear for all activities. Indoor and outdoor spaces are used imaginatively to provide a good range of experiences. Staff have high expectations of children's behaviour and manage them positively and sensitively. Systems for assessing children's progress are not well developed and staff do not always use daily routines to challenge the most able children, especially in literacy and mathematics.

The leadership and management of the playgroup is generally good. The supervisor efficiently leads a committed team of staff, who enjoy their work and co-operate effectively in all aspects of the care and education of the children. The committee is supportive of staff and works closely with them. There are not yet adequate systems in place to monitor the effectiveness of the nursery education.

The playgroup's partnership with parents is generally good. Parents receive regular information about themes and activities, through a termly newsletter and they are able to discuss their child's progress informally with key workers before and after sessions. There are no regularly planned opportunities for them to receive information about their child's progress in relation to the stepping stones.

### What is being done well?

- Staff use excellent strategies to promote good behaviour. They ensure that all children are constantly involved in enjoyable activities and they reward good behaviour with copious praise and stickers. Children respond to their high expectations and behave exceptionally well.
- Children develop very good concentration skills, choosing to spend sustained periods at their selected activities. They become independent in making decisions and in managing their personal care, such as putting on coats, changing into shorts for PE and washing their hands.
- Children are very imaginative in their play, as a result of the example set by staff and the humour and imagination shown in their interactions with

children.

- Children become creative and imaginative in their art and craft work, due to many planned opportunities for them to use resources freely and direct their own work.
- Staff plan and organise a very good variety of physical challenges for children, both in weekly PE sessions and in outdoor play.
- Sessions for four-year-olds are very well planned to provide a range of appropriate activities, covering all areas of learning.

#### **What needs to be improved?**

- short-term planning systems, to include learning objectives for all activities and daily routines
- challenges for the most able children, especially in mathematics, writing and understanding letter sounds
- systems for recording children's progress in relation to the stepping stones and for using assessment information to inform planning
- systems for regularly sharing information about children's progress with parents.

#### **What has improved since the last inspection?**

Progress since the last inspection is generally good. A special needs co-ordinator has been appointed and she and the supervisor have completed appropriate training relating to the current code of practice. They have sought advice from the Area Advisor for special needs and implemented procedures to support children with special needs.

The system for assessing children's progress was reviewed and amended, to include some aspects of the stepping stones and to ensure consistency between key workers. This system does not yet ensure that all the stepping stones are addressed and that children's progress is clear, in all areas of learning. Assessments are not yet used appropriately to inform short-term planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, enthusiastic learners and they make relationships easily with each other and with adults. They learn to share and take turns in games, and to be kind and helpful to each other. They develop excellent independence skills, making choices about activities and resources, and managing their personal care, such as changing for PE. They respond to the staff's skilful management of their behaviour, learning to concentrate very well, follow instructions and behave appropriately.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language very effectively for communication and for thinking, such as when designing models. They speak confidently in a range of situations, including whole group sessions. They respond to stories and love to sing familiar songs. They choose to share story books and use books well for finding information. They learn to write their names and sometimes use writing for a range of purposes. They are not helped to systematically develop their understanding of letter sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to recite numbers to 20 and beyond. They begin to count accurately and recognise numerals through planned activities, such as board games. They sometimes use mathematical language and solve number and calculation problems in everyday activities, such as when playing with cars. They recognise and name some two-dimensional shapes. Able children are not always challenged, especially in the use of daily routines, such as snack time, to further develop their understanding of number.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about natural objects and their environment, through topics such as 'above and below ground', looking at trees and flowers. They develop a very good sense of time and place through frequent discussions with staff about their experiences at home and in playgroup. They design and make objects, such as model animals, competently, using a wide range of materials and resources. They make limited progress in ICT, due to a lack of regular opportunities to use technological equipment.

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move with confidence and control. A very good range of planned activities enables children to develop good balancing, throwing and catching skills, imaginative movement to music and fine motor skills in brain gym. Children use space well in the school hall and outdoor area. They handle tools and equipment, such as hammers, pens and brushes, with increasing co-ordination. They develop their understanding of physical health through discussions with staff about healthy food and exercise.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children develop lively imaginations, due to the skilful and humorous interactions of staff in daily routines and activities. They use make-believe in many situations, including role play, small world play, lining up as a train on a journey and pretending to be animals. They move imaginatively to music and love to sing action songs throughout the session. They explore, using a variety of materials and substances and create a very good range of pictures and artefacts.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop planning systems, so that short-term plans clearly identify the learning objectives of all planned activities and daily routines, including extension activities for the most able children in mathematics, writing and understanding letter sounds
- develop systems for assessing children's progress in relation to the stepping stones and for using this information in short-term planning and in reporting to parents.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*