



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113686

DfES Number: 582076

INSPECTION DETAILS

Inspection Date	16/06/2004
Inspector Name	Gillian Cubitt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rusper Playgroup
Setting Address	Rusper Village Hall Rusper West Sussex RH12 4PZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Rusper Playgroup
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ORGANISATION DETAILS

Name	Rusper Playgroup
Address	Rusper Village Hall Rusper Horsham West Sussex RH12 4PZ

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

Rusper Playgroup is a committee run pre-school and was established in 1992. It operates from one main room and has use of a large hall situated in the Village Hall of Rusper, Surrey. The setting is surrounded by playing fields from the nearby primary school and the pre-school have access to part of these during the summer months. In winter they make use of the large hall. The nursery serves children from the local and surrounding areas.

There are currently 32 children from 2½ to 4½ years on roll. This includes 6 funded 3-year-olds and 14 funded 4-year-olds. Children attend between two and five sessions per week. The setting supports children with special needs and who speak English as an additional language.

The nursery opens five days a week during school term times. Sessions are from 09.15 to 12:00.

Seven staff work with the children. All staff hold a recognised early years qualification and there are currently two members of staff and one member of the committee working towards an NVQ3.

The setting offers traditional methods of teaching and receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Rusper Playgroup provides good quality care for children.

All staff are qualified and work together to ensure the overall smooth running of the provision. They organise the morning well and create a friendly and welcoming environment where children can enjoy their play in safety. The cosy main room has children's work displayed and makes children feel secure. They have complete freedom to choose to play with a selection of activities. They have a secure outdoor area in summer and large hall for physical play. All documentation is in place

although not always well organised.

Staff monitor all entry into the provision although they do not make a note of the names of visitors. Staff have a sound knowledge of child protection issues and the procedures to adopt if they have concerns. Children wash their hands before snacks showing their awareness of good hygiene. Healthy eating is encouraged and children share a daily snack of fruit and cheese with each other at break time. The provision caters for children with special needs. Staff provide resources and themes that introduce children to other cultures.

Staff are caring and enjoy working with the children. Their approach is warm, they teach children to value and respect each other. Children access a range of games and activities which are changed daily and promote all areas of learning. Staff observe and plan activities to meet the needs of all children. Children's behaviour is good and they respond well to constant praise and encouragement from staff.

Parents receive detailed information regarding the provision from staff and the committee. Policies are well written and give parents information about procedures and the foundation stage. The notice board is available, although not always accessible. It keeps parents up to date with themes and information on how they can help the group. The verbal communication between staff and parents ensures children are cared for according to parents' wishes.

What has improved since the last inspection?

not applicable

What is being done well?

- All staff hold a recognised early years qualification. They update their training regularly, especially on key areas such as first aid and child protection.
- The two supervisors work together well as a team to support the staff assistants and the committee. There is a good cohesive teamwork with all members of the group.
- Children are happy, relaxed and secure. Good relationships are built between adults and children.
- The hall is attractively laid out with children's work and space is well organised so children can access resources easily. The outdoor play area is used effectively during the summer months.
- Parents are made to feel very welcome, they are invited to join the group during sessions and their views and ideas are valued. On-going information about their children's progress is available.

What needs to be improved?

- the system of registration of visitors, stating the times of arrival and leaving

- the record of behavioural incidents, so that they are separated from accidents
- parents' notice board, so that it is organised and accessible.

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
2	Ensure that there is a system of registering all visitors to the group, making a note of when they arrive and leave.
14	Keep records of accidents and incidents in separate books.

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

How effective is the nursery education?

The provision of nursery education at Rusper Playgroup is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals in communication, language and literacy development, physical development and mathematical development and very good progress in all other areas.

Teaching is generally good. All staff are involved in planning meetings. They make notes on children's progress and, because they know the children well, staff anticipate children's next step in learning. However, they do not follow written targets, restricting the consistency in children's progress along the stepping stones. Staff plan a variety of practical activities and understand what children learn from them. Children's independence is encouraged as they choose their activities, however some activities are not correctly aimed at children's level of understanding. All aspects of learning are covered and the daily changes of activities stimulate the children's interest. Staff manage children's behaviour very well.

Leadership and management of the setting is very good. The supervisors work together as a cohesive team. They maintain a hands on role yet ensure that all members of the group are included in the group's operation. They delegate effectively and ensure that there is a free flow of ideas and communication between staff, committee and parents. The supervisors constantly review the development of the group and actively encourage staff to take advantage of training opportunities.

There is a very good partnership with parents and carers. Staff share new developments with parents through quality information via newsletters and notices. Staff and parents share how well their children are progressing through individual consultations and by looking at each child's profile books where parents can make their own comments.

What is being done well?

- Children's personal, social and emotional development is fostered appropriately. Children are encouraged to care for each other, they make firm friendships and behave well.
- The programme of communication, language and literacy is well supported with books that stimulate reading and staff effectively engage children in conversation encouraging them to talk about themselves.
- Staff use every opportunity to teach through directing topics that centre on the children's world and what matters to them such as analysing small living creatures. The programmes on the computer effectively support children's learning.

- Children are very imaginative and resources support their play. Children become totally absorbed when putting plasters and bandages on a doll in the hospital role play area.

What needs to be improved?

- staff's use of assessments to guide future planning
- the programme of mathematics, so that activities are correctly aimed at the children's interest and ability
- opportunities for older children to recognise and spell their surname
- opportunities to extend physical skills for the more capable and confident child.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection. They were asked to update their assessment documents to relate more closely to the early learning goals and use them to guide planning and teaching. The system of assessments has been reviewed and all staff now make observations on children in line with the early learning goals. All staff are involved in planning and have key children to monitor. Staff however have not yet developed written documents showing how assessments are linked to future planning for individual children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with staff and peers. Their confidence and independence is fostered well with the way staff plan the morning. Children choose their own activities, selecting resources for themselves and they take care of their personal needs, such as washing hands and dressing themselves. Children behave well and staff make the best use of praise so children understand what is right from wrong and are sensitive to the needs of other children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate with confidence either through speaking or gestures. Staff encourage children to talk openly about themselves. Children enjoy looking at books and handle these carefully and they can retell well known stories by looking at the pictures. Older children learn how to develop a new story through rhyme. Children recognise small letters and the capital letter at the beginning of their name. Older children can spell their first name, although this is not extended.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use numbers and mathematical language during a range of practical activities and most children can count to 10. Children sing number rhymes and learn positional language through their play activities. Staff ensure all basic maths areas are covered through referring to their checklist although some activities are not accurately levelled at the children's interest or ability.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use numbers and mathematical language during a range of practical activities. Children explore using their senses and are able to recognise similarities and differences in small living things. Children are confident when using information and communication technology and able children enjoy the maths on the computer. Children talk well about past events in their own lives and can recall significant events in the nursery. Children learn about other cultures through a variety of topics

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children handle small tools well and know they are used for a purpose. Gross motor skills are developing and children move in a variety of ways to express themselves in free play such as kicking balls and manoeuvring bikes and scooters. However set tasks do not extend the more able physical child. Children learn about how their bodies work through topics and staff develop the daily routine of healthy eating.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy using different materials to explore texture, experimenting with sand and water. Children use every opportunity to role play with their friends especially in the hospital role play area. Children make attractive patterns through collage work and their paintings are put on the walls. Children sing songs each day as part of their daily routine. Staff encourage children to describe what they see and use descriptive language.	
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

- use observations on children to help plan activities that supports children's learning and help them to make progress along the stepping stones
- organise the programme of mathematics that is levelled at the children's level of interest and ability

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.