

Rockingham Community Pre-school Playgroup

Inspection report for early years provision

Unique reference number	107642
Inspection date	27/09/2010
Inspector	Alison Romanczuk
Setting address	Rockingham Community Centre Lower Hall, Off Rockingham Street, Falmouth Road, LONDON, SE1 6QN
Telephone number	020 7403 0795
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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*.

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.

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Description of the setting

Rockingham Community Pre-School Playgroup is a voluntary playgroup run by a management committee and funded by the Pre-School Learning Alliance. The group was registered in 1975. Accommodated in a community centre, the group caters for a culturally and linguistically diverse population. Most of the children currently attending live on the surrounding Rockingham Estate.

There are currently 18 children from 2 to 5 years on roll. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language. The group opens five days a week, from Monday to Friday during term time. Sessions are from 9.15am to 3.00pm.

Three staff work with the children. They all have level 3 qualifications in early years. The setting receives support from an early years advisor from Southwark Early Years Development and Childcare Partnership (EYDCP) and Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting promotes children's welfare and development to a good standard. The children are comfortable and settle well in the welcoming and inclusive environment which reflects and supports the local community. Good relationships with parents ensure that staff are well informed of children's individual needs. Children make good progress in their learning, given their age, ability and starting points. Self evaluations in place enable managers and staff to regularly update policies, evaluate their service and identify clear priorities for the future.

What steps need to be taken to improve provision further?

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

- develop written assessments to further support children's achievements in the six areas

The effectiveness of leadership and management of the early years provision

Staff who are qualified and experienced demonstrate a good knowledge and understanding of safeguarding procedures and attend regular training to update their practice in this area. All required documentation is in place and clearly supports the welfare requirements and children's safety in all areas. This includes thorough risk assessments to identify and action any hazards at the premises.

Staff at the nursery work well together, share skills and divide responsibilities, for example in managing behaviour and overseeing support for those who may have special educational needs. The playgroup is well organised, bright and full of the children's work which further encourages their participation, for example in literacy and art. Resources are well organised, interesting and set out to encourage the children to make decisions and to self select. The children benefit from access to the outside area for fresh air and free-flow indoor and outdoor play. The playgroup's partnership with parents is effective in ensuring staff gain and share information about each child's needs and personality and this supports their inclusive practice. Parents offer positive feedback and feel welcomed into the nursery. They are well informed of their child's progress overall although they do not have regular access to their child's records. Staff work effectively in partnership with other agencies including speech and language therapists and schools that children are transferring to.

Systems are in place to monitor and evaluate the provision and there are clear plans formulated by the staff team to support future development of the nursery. The managers and staff team have an understanding of the strengths and areas for improvement at the playgroup and many of the actions taken in response to earlier recommendations support children's outcomes, including, developments to children's access to nature and outdoor environment and to the layout of rooms and accessibility of resources.

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

Children demonstrate increasing confidence and independence as they move around the open plan space in the community hall. They clearly enjoy accessing the stimulating resources and activities and feel comfortable with the routine set out by staff. They adopt good hygiene routines when they wash their hands before they eat, and staff follow careful procedures for keeping the premises and outside areas clean and safe. For example, all staff use a daily risk assessment and action any areas which may be hazardous. Children access the outside area each day which supports a healthy lifestyle and children's physical development. They benefit from regular drinks and fresh fruit daily and those who stay all day at this sessional group have appropriately stored packed lunches.

Children enjoy books and stories and often join in with songs and music played on their CD player. They have access to technology and learn valuable early literacy skills at the drawing table. They particularly benefit from role play where they are able to dress up and navigate their buggies through the space. They help to sort the different coloured dishes and cups and chat about their experiences using an increasingly developed vocabulary. The children count as they build models with straws and problem solve as they balance wooden bricks to make towers. They show good levels of creativity as they paint giant pictures on the easel and experiment with materials such as sand, water and playdough.

Children show enthusiasm as they take part in a wide variety of activities and

experiences that support learning across all areas of the curriculum. They have good relationships with staff who offer positive role models, a range of languages and encouragement and praise children's achievements. As a result the children behave well and are engaged and interested in what they are doing. Staff regularly observe the children during play but written assessment records are currently at a developmental stage. Despite this staff use their informal knowledge of the children well overall in extending their learning and by offering challenging tasks to stretch their abilities.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met