

Reigate High Street Play Group

Inspection report for early years provision

Unique reference number 122638
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Inspector Chris MacKinnon

Setting address Methodist Church Hall, High Street, Reigate, Surrey, RH2
9AE

Telephone number 01737 221718

Email

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

The playgroup has been established for over 30 years. It operates from two large rooms at the Methodist Church in the centre of Reigate, Surrey. The setting is open from Monday to Thursday, from 09:15 to 11:45, with afternoon sessions on Mondays and Tuesdays, from 12:15 to 2:45pm. The setting is registered on the early years register and on the voluntary and compulsory parts of the childcare register. Children aged between two and eight years may attend, with no more than 24 in the early years age group. The setting currently has 50 children on roll, and all are in early years age group. The setting is able to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting is also in receipt of funding for nursery education. There is a staff team of five and most have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has confident and experienced staff, and individual children's welfare and development is successfully promoted. A well prepared play and learning environment is provided, with frequent opportunities for outdoor play. Children are encouraged to develop their own child led activities, and staff also provide close one-to-one teaching. Staff plan a well organised range of learning activities, and detailed observation ensures children make consistent progress with their learning. The setting maintains good partnerships with parents and other carers, and maintains improvement through the use of an effective self-evaluation system.

What steps need to be taken to improve provision further?

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

- develop assessment to more fully identify individual children's next steps in learning

The effectiveness of leadership and management of the early years provision

The playgroup is a well established sessional day care setting, and has a qualified and effectively organised staff team. The setting works with two joint supervisors, and both have different areas of expertise, with one taking the lead in the supervision of children's learning and development. Regular weekly management meetings are organised for all staff, and the setting's key person system is effective in maintaining individual children's progress; and making links with parents. Safeguarding is effectively organised within the setting, and children's welfare and security is continually monitored. Staff have a consistent awareness of

child protection procedures, and clear policies and guidance are in place to support safeguarding practice.

The setting provides a well organised learning environment for children, with two indoor play areas available within the church hall. Consistent use is made of resources and play materials to stimulate children's exploration of items and child led play. For example, many good role play and small world play resources are in place to support children's imaginative play, and shared learning. Children have many opportunities for mark making and developing their awareness of shapes and sizes. A good range of resources are also presented to encourage problem solving, with a wide range of manual sorting and assembly sets presented. Children benefit from frequent physical play in the setting's larger room, which is set up for more active games and has a climbing frame, play tunnel and opportunities for learning balance. A new outdoor play and learning area has just been completed for the setting, which is easily accessed from the larger room. This provides a secure location for children to extend their free-flow play opportunities, and have a wider range of outdoor learning.

The setting is consistent in supporting individual children's development. Staff take care to ensure all children are included and have a high level of one-to-one contact, and staff place an emphasis on ensuring new children are able to settle and make friends. Key person staff also focus well on individual children's learning needs, and take care to work with parents and outside agencies to develop children's speech and language skills. Children have access to a range of activities and resources that effectively encourages their awareness of diversity. Planned play projects throughout the year also helps children to understand about other cultures.

Staff are consistently aware of the importance of establishing positive partnerships, both with with parents and other carers. Links are in place with local schools and staff take note of children's attendance at other settings. Staff key persons provide regular contact with parents to ensure they play a full part in their children's development. Parents are also kept well informed with daily information and updates, through the setting's parent's notices and display area. The setting has a management committee, which supports a parent's group and parents can become helpers within the setting. Parents are also effectively included and take part in the play programme, for example, parents are encouraged to take photos and record their children's home events to share with others at circle time.

The staff show a consistent approach in their application of reflective practice. Staff continually review the presentation of play resources and materials, and regular weekly staff meetings are used to to review activities, and plan and develop learning themes. The setting has completed a clear and concise self-evaluation document, which identifies a number of areas for development; particularly in developing the current assessment system, and ensuring children take full advantage of the new outdoor play area. Since the last inspection the setting has successfully met all the recommendations made at that time, and overall the setting's commitment to maintaining continuous improvement is consistent and well established.

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

The staff team plan and provide a play programme that consistently supports children's learning and development. Frequent planning meetings are held, which are used to develop new play themes, and to review how children are engaging with their learning. Staff then plan focused learning activities for the children, which are presented in small and large groups, and are based on the six areas of learning. The setting's planned programme also includes activities taken from individual children's interests and information from home; as well as seasonal based learning topics. Staff make effective use of questions during their interactions with children, and demonstrate a consistent ability to extend children's learning experiences. A considerable amount of well focused one-to-one teaching is provided, which is well balanced with opportunities for child led learning and explorative play. Close support is provided for mark making and letter forming, and staff develop children's interest in books. A good range of art and craft activities are also provided, where staff help the children with problem solving and using a range of tools and materials.

The setting has clearly organised system in place to observe and assess children's achievement. Reports are made on the results of the children's focused activities, and key persons write detailed observation notes, which are compiled in the children's individual learning records. The staff also make good use of the photos they take of children engaged in play and learning. These act as a good visual record, and support parents understanding of planned learning. Through the effective use of self-evaluation, the setting is introducing an addition to the existing assessment system, which will provide clearer information on tracking children's progress, and seeking ways forward with their learning. The current identification of children's next steps in learning is not fully clear and is the setting's main area for development.

Staff take care to ensure children are made welcome and encouraged to feel safe within the setting. Staff follow clear procedures to maintain safety and security, and daily checks are made on all play areas. The setting has well organised risk assessments, and clear records are kept of how areas of risk are reduced, and action taken to remedy possible hazards for children. Staff pay close attention to promoting children's healthy growth and development, and children learn about healthy eating. Children have organised snack times where they are encouraged to help. For example, individual children take turns at being snack helpers, which fosters sharing and cooperation. Children are encouraged to be active, and have frequent learning themes to support their understanding of health and fitness. Children also engage in a wide range of physical activities, and have a well planned programme that supports their physical development. For example, a recent learning initiative organised within the setting, focused closely on encouraging children's physical confidence, and abilities with balance, climbing and running.

Consistent care is taken by staff to promote children's social confidence and ability to co-operate with others. Children demonstrate some good social skills as they

share role play and work together effectively, during imaginative activities with small world play sets. Staff successfully encourage children to join in and participate in learning during whole group sessions. For example, at circle time children perform clapping songs, and learn each others names. Children are also encouraged to share recent home and family events, through the adventures of the setting's 'travelling' bear. The setting also makes a feature of children's birthdays, to promote inclusion; and birthday times are celebrated as a group activity with counting and blowing out candles

The setting is effective in its support for children's future skills. Learning words and developing communication is well supported, with staff and children together making good use of the setting's well stocked book area. Children's writing and mark making is well promoted, and children learn how to form letters and shapes. Children are also encouraged to make drawings of their friends, which they can stick on the birthday wall display. Many good opportunities for counting and learning about numbers are included in the play activities. For example, children like to complete jigsaw puzzles, and staff are attentive in promoting children's recognition of shapes and sizes. Children's natural creative instincts are well encouraged with a good range of challenging art and craft activities. Children have access to paper, card and a range of additional materials which they can cut, stick and combine. Children also enjoy organised making and creating, with staff providing close support, a good example is the children's use of painted hand prints in making 'reindeer' prints for Christmas cards.

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

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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