

Rosehill Playgroup

Inspection report for early years provision

Unique reference number 251616
Inspection date 08/02/2011
Inspector Hazel Meadows

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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*.

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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

Rosehill Playgroup was established in 1970. It is a registered charity offering sessional day care provision. The pre-school is run by an elected management committee made up of parents whose children attend, or have attended, the pre-school. It operates from three rooms in Saint Bartholomew's Church Hall in east Ipswich, Suffolk. There is level access to the premises and an accessible toilet is available in the lobby. Children have access to a small, secure outdoor play area.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children, all in the early years age group, may attend the pre-school at any one time. The group is open term time only. Session times are from 9am until 12 noon and from 12 noon until 3pm Monday to Friday. Children can attend for a variety of sessions. Those who stay for both morning and afternoon sessions bring a packed lunch. Most children come from the local area. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs seven main members of staff plus two pool staff. Four of the staff hold appropriate early years qualifications to at least NVQ Level 3. The full-time manager and another full-time member of staff are studying towards the foundation degree in Early Years. The group is a member of the Pre-school Learning Alliance and receives support from local authority advisory staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, and most settle well, at this stimulating and welcoming pre-school. They enjoy a broad variety of interesting play and learning experiences and are making good progress through the Early Years Foundation Stage. The group has a positive attitude to diversity, which is reflected in some resources and activities. Committed staff work well as a team to meet children's needs and resources are mostly well deployed and utilised. Trusting partnerships are established with parents and comprehensive documentation and procedures mostly work well in practice to promote children's welfare. Ongoing self-evaluation and liaison with local authority advisors promotes good quality in all areas and supports continuous development.

What steps need to be taken to improve provision further?

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

- increase children's safety by ensuring risk assessments cover everything a child comes into contact with for example, curling mats and outdoor

equipment blowing over in strong wind Suitable premises, environment and equipment)

- create more opportunities for parents to read and contribute to their child's 'Learning Journey' to promote two-way flow of information and continuity of children's progress and development (Safeguarding and promoting children's welfare)
- explore ways of enhancing children's knowledge and understanding of the world to help them value and appreciate differences and similarities, for example, by encouraging parents to share skills or aspects of their own cultures, languages and festivals and providing opportunities for children to develop and use their home language in their play and learning. (Early Learning Goals)

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. Secure procedures are in place to ensure staff's suitability to work with children and all staff have Criminal Records Bureau clearance. There is a designated safeguarding officer and all staff are clear of their responsibilities to protect children. All staff have attended safeguarding children training, to ensure any concerns are dealt with effectively and procedures are followed correctly. The group has a thorough written policy, plus local safeguarding contact details to refer to should they have concerns about a child. Staff are watchful of the children and attentive to their safety. The premises are secure and there are effective procedures for emergency evacuation, which is regularly practised. Risk assessments are undertaken for the premises and equipment, to minimise risks to children. However, curling mats and heavy equipment outside being blown over in strong winds are not promptly addressed and present potential hazards.

Staff are experienced and work cooperatively together to aid the running of each session. All required training is up to date and staff development is actively encouraged, supported by annual appraisals. Regular staff meetings enable all staff to be involved in the group's organisation and improvement. Evaluation of the effectiveness of activities is ongoing. The group has introduced a reflective practice folder to focus on particular play areas or aspects of the routine, which may need improvement. Most of the recommendations from the previous inspection have been addressed and the group has completed an Ofsted self-evaluation form to use as an ongoing method of reflection. Children have access to a wealth of good quality resources and staff are mostly well deployed. Effectively utilising the potential of the three rooms available, to accommodate children's varying needs, is an area for ongoing consideration.

The group has a positive attitude and approach towards diversity and this is reflected in some of the resources. Staff work closely with parents, liaising with other childcare or health professionals if required, to ensure children with any additional needs receive appropriate support at an early stage. Children from a variety of cultures attend the group and several speak English as an additional language. Occasionally, some parents share aspects of their culture or language,

however, this is an area for ongoing development. Comprehensive details are obtained about each child to support their welfare and most signed consents are obtained to ensure children are cared for according to their parents' wishes. All records are kept secure and confidential. Comprehensive information and written policies are in place and are readily available to parents.

Staff establish trusting partnerships with parents and two-way communication is encouraged, which promotes children's welfare and continuity of care. Comments received from parents during the inspection are generally positive. They find staff friendly and approachable and state their children are happy and settled. They receive some verbal feedback about their child's progress; however, few have seen or had opportunity to contribute to their child's development records. Parents are kept well informed of general information through discussions with the staff, notice boards and newsletters. Some parents become actively involved in the pre-school as they take on roles within the management committee or help on rota. The pre-school is proactive to establish links with other settings and local schools that children will attend, to promote continuity of care and smooth transitions for the children. The group receives support from local authority advisory staff to help with ongoing improvements.

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

Children are happy at the group and most settle swiftly to the activity of their choice. They form positive relationships with staff and their peers and some confidently approach staff and visitors to share their news and views. Children's individuality is valued and children are treated with kindness and respect. Staff have a warm and caring approach which the children respond well to. Children's behaviour is generally good and staff use a consistent approach, offering children clear explanations and reasonable boundaries. They work closely with parents, when required, to help children learn how to manage their emotions and behaviour appropriately. Children learn how to keep themselves safe through reminders and explanations from staff, such as to walk in playgroup and not to tip their chairs up.

Staff have a good understanding of the Early Years Foundation Stage and recognise the importance of children learning through play and first hand experiences. They plan and offer a broad variety of play and learning experiences throughout each term and select a range of activities covering all the areas of learning at each session. Children have regular opportunities to explore a broad variety of media and textures, such as, play dough, sand and paint and thoroughly enjoy mixing water into dry sand and noting the changes. Their imaginative play is encouraged by a good variety of props in the home and shop area and small world toys. Children learn about their local community through interesting topics which include visits from the local community police officer and fire-fighters. Some festivals from around the world are recognised. For example, for Chinese New Year, a parent brings in some vegetable spring rolls, Mandarin text and decorations and children are able to sample noodles at snack time. A member of staff also brings in her rabbit for the children to look at and learn about, as it is the year of

the rabbit.

Children have some opportunities to recognise their names as they find them at snack time. They practice writing for a purpose as they use notebooks in the home and shop area and they delight in mark-making in a large tray with a light covering of flour or painting the walls with water. They have some opportunities to use technology as they experiment with a real camera and mobile phones. Problem solving skills are encouraged as they do puzzles of varying degrees of difficulty and learn how to operate the large puzzle in the garden. Children concentrate for considerable periods at activities which engage them, for example, a quiet child at the play dough and older boys with junk modelling.

Staff are aware that some children have quiet personalities and find the volume in the main hall or large group times difficult. Sometimes quieter activities such as the books are set up in the smallest room and this is an aspect for development and further consideration. This area is used effectively by a member of staff who soon attracts a small cluster of children, who converse more happily and openly and listen easily to stories in the calmer atmosphere.

Staff have established a way of monitoring children's progress using 'Learning Journeys' which they are gradually improving and adapting. Observations are mostly used effectively to identify a child's next steps and to inform the weekly planning. Staff initiate and introduce a variety of broad themes to widen children's learning experiences. The themes are very flexible to incorporate any interests and ideas emanating from the children. For example, staff promptly respond to a child's fascination in space and planets, which raises the other children's interest. Children's requests are welcomed and heeded, for example, their request for particular favourite stories and songs.

Children learn to make healthy choices as they are offered foods, such as, fruit and vegetables at snack time and parents are encouraged to provide healthy options in their children's packed lunches. During snack time children have some opportunities to increase their skills and independence by peeling and cutting up fruit and sometimes pouring their own drinks. Children have regular opportunities for fresh air and exercise and are offered periods to freely go outside or stay indoors. One of the indoor rooms is also sometimes used to offer physical activities and children develop skills and competence with balancing on equipment, kicking balls and rolling quoits. Although the immediate outdoor area is quite small children are offered a good variety of activities. Staff have plans and ideas to further develop and improve outdoor play experiences.

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