

Rudgwick Pre School

Inspection report for early years provision

Unique reference number	113684
Inspection date	24/05/2011
Inspector	Janet Thouless

Setting address	The Scout Hall, Church Street, Rudgwick, HORSHAM, West Sussex, RH12 3HJ
Telephone number	01403 823558
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Rudgwick Playgroup was established in 1969 and became Rudgwick Pre-school in 1992. It operates from a Scout Hall in the Rudgwick Village area of West Sussex. It operates from one main hall. All children share access to a secure garden. It serves the local and wider area. The pre-school is open Monday 09:15am to 1.30pm, Tuesday to Friday 9:15am to 12:15 pm term time only.

The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 26 children aged from two to under eight years. Currently there are 40 children, aged from two to four years on roll. This includes three and four-year-old children who receive funding for nursery education. The pre-school is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

There are eight members of staff, five of whom hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and child-orientated environment, in which children and their families feel valued and fully included. Children are making good progress through the Early Years Foundation Stage (EYFS) given their starting points and capabilities. Children have equality of opportunity with both boys and girls having equal access to all the toys and resources available.

Close partnerships with parents mean that staff know children well. As a result, children make good progress in their learning, given their age, abilities and starting points.

The staff team and committee monitor and identify areas for improvement. This demonstrates a positive commitment and ability to maintaining continuous improvement. However, the pre school has yet to introduce a formal system for self evaluation.

What steps need to be taken to improve provision further?

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

- update the record of risk assessments to include any assessment of risks for outings or trips
- develop systems for self evaluation to identify the pre-schools strengths and priorities for development that will improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

A comprehensive safeguarding policy enables staff and parents to be aware of the pre-school's role in protecting children. Staff have a good understanding of safeguarding procedures and attend child protection training to ensure their knowledge remains current. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. They work well together to ensure the pre-school is well organised and operates efficiently. They are clear about their roles and responsibilities and deploy themselves well. All staff receive appraisals which ensure that any future training needs are identified and courses applied for.

Children's welfare is promoted by the comprehensive range of policies and procedures which are in place and updated on a regular basis. The pre-school welcomes all children and their families offering excellent support to children with special needs and/or disabilities and those from minority groups. Children have good opportunities to learn about the diverse society in which they live and value differences. They celebrate a variety of different cultural festivals to gain an understanding of varying cultures and beliefs. They access resources which increase their awareness of gender, culture, disabilities and learning difficulties.

Regular risk assessments are conducted to identify any hazards and ensure the environment is safe for children. The risk assessment meets the requirements but the record does not include the risk assessments made for outings. Children play in a spacious and welcoming hall where resources are arranged and presented to children to promote their all round learning and development. There has been a range of improvement to the outside area; there is a new paved area so children can access the outside in all weathers.

Parents and staff have a good working partnership that ensures key information is shared between them. They are kept well informed about their children's routines and the EYFS, via newsletters, notice board and through daily discussions with staff. They have opportunities to meet with their child's key person and discuss their child's welfare and learning. Surveys of parents, through formal questionnaires and daily discussions underpin the pre-schools success. Parents report they are very happy with the care their child receives and the progress they make. Links with the local schools are strong. Teachers visit the pre-school and children visit the primary school where they become familiar with the school, staff and premises; this helps to ensure the children are fully prepared for the transition to school.

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

Good systems are in place to establish what children know, can do and their possible next steps in learning. Staff liaise with parents to share information on

children's interests and achievements, and they continually observe and assess children's progress. Staff monitor each child's progress, and document their achievements in learning records which are shared with parents. Staff evaluate activities in order to alter plans to build on what has been successful.

Children happily arrive at the pre-school warmly greeting adults and peers. They confidently find their name in their trays for self registration then settle down for circle time chatting happily to each other. As a result, children feel safe and secure in the pre-school and are forming positive attachments. New children are sensitively supported with parents being invited to stay as long as they need for children to settle.

Staff are supportive of children's play; they are on hand to guide and direct, and make good use of open-ended questioning to encourage children to extend their thinking in their chosen activities. For example, whilst playing with the jelly gel water they share their favourite jelly flavours. Children happily manipulate play dough using various tools. Sand, water play and painting are favourites. Children count and recognise numbers as they place numbers in order working out what number comes next.

Children's communication, language and literacy skills are given good levels of support and encouragement. They listen intently to stories read by staff and enjoy the use of a cosy book area selecting books of their choice. Older children are able to identify letters within their name with many writing their individual names on creative work. Younger children are given many worthwhile opportunities to scribe for a purpose. Small groups of children enjoy constructing a wooden train set happily discussing together features within their local environment. They enjoy visits from the music teacher and happily participate in a range of action rhymes. They are well behaved and are beginning to show a good understanding of the importance of being kind and considerate to others.

Children are developing positive attitudes to physical activity as they enjoy the newly developed outdoor play area, practising their physical skills as they manoeuvre bikes and trucks, dig in the sand area and participate in a range of games. They develop good personal hygiene routines as they wash their hands prior to and after eating their snacks, after messy play activities and toilet routines. Children identify when they are thirsty. For example, they help themselves or are reminded to drink water. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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