

Raysfield Pre-school Playgroup

Inspection report for early years provision

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Inspector	Susan Harvey
Setting address	Dodington Parish Hall, Finch Road, Chipping Sodbury, Chipping Sodbury, South Glos, BS37 6JE
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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

Raysfield Pre-school opened in 1975 and operates from Dodington Parish Hall, South Gloucestershire. The pre-school is open four days a week (not Tuesday) from 9.00am to 12 noon and 12.30pm to 3.30pm term time only. Children have access to a secure outside area.

The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school is registered for a maximum of 24 children at any one time.

There are currently 48 children from two to under five on roll. The pre-school supports children with special educational needs and can support children who speak English as an additional language.

The pre-school employs six members of staff. Of these, all hold appropriate early years qualifications. It is a committee pre-school where parents are involved as committee members. The pre-school accepts four and five-year-old early years education for funded children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Raysfield Pre-school staff transform an empty hall at the beginning each session into an inviting environment which is inclusive for all children who attend. Children are very independent and well behaved. The garden is an exceptional learning opportunity. Partnerships with professionals involved with the individual learning needs of children are managed well by the setting. Details of the next steps for children's progress are not consistently identified.

What steps need to be taken to improve provision further?

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

- make sure that the next steps to children's learning is consistently identified and used in their individual planning.

The effectiveness of leadership and management of the early years provision

Staff in the pre-school have a good understanding of the need to ensure that children are safeguarded. All have attended training and senior staff members are qualified to level three. Good solid arrangements are in place to protect children from people who are not vetted. Staff keep the children safe in the building and

when walking the short way to the garden, the children are eager to not only keep themselves safe, but to also consider the safety of adults walking with them. Equality and diversity is promoted through the use of books and stories and the experience of having contact with schools in other parts of the world.

Staff keep children safe in the building and on outings using a detailed record and assessment of risks, which is readily available and checked at regular intervals. Policies and procedures are well documented, easy to read and available to parents at all times. Parents are fully aware of the process staff will take in the event of a complaint. There is a strong partnership between staff, parents and carers and especially childminders. In response to requests for comments about the service the pre-school staff provide, parents say that they are 'very pleased with their children's progress and are amazed at the effort staff make to change the hall into a learning environment'. Parents say that staff are approachable and make time to talk about their child if they have concerns. The special needs coordinator in the group works with other professionals in order to provide support for children in the setting. Links with other settings including the local primary school, benefits the children's transition into school. This means that information is provided which would give staff an all-round picture of the children's learning.

Resources such as staff and equipment are very well managed. The garden resources are an excellent addition for children to learn in different ways. The committee and staff work closely together as a team, especially over the garden project, which is of benefit to the children and their families. The toys are clean and in good condition. A comfortable book corner is attractive to the children and available for them to relax and look at books. The pre-school staff and management are working with the Bristol Standard as a means of evaluating their practice; this is a joint effort which includes parents, staff, management committee and children.

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

Children are cared for in a welcoming environment in which they can rest and play. They learn good personal hygiene routines through gentle reminders and close supervision from members of staff. As a result, they are learning the importance of how to prevent the spread of infection. Children are very well behaved and work harmoniously together in small groups. They are developing skills for the future such as taking turns and listening to each other, they plant carrots and potatoes in the garden and weed the patch. Regular cooking activities help children to learn basic science and calculation as they weigh and measure.

Staff have a clear understanding of the Early Years Foundation Stage regulation and requirements and have adopted a system for observing and recording children's progress, using learning journals. There are detailed plans in place to which all staff contribute, making it a joint effort with all involved. However, there is not a consistent system in place which identifies the next stage under the six areas of learning. This does not give the key workers the opportunity to plan for all

areas of children's progress. Children have a marvellous opportunity to develop their learning styles outside in the garden. The transformed garden was designed by the children and staff and contains areas for planting, raising flowers and vegetables and role play in a pirate ship, they can communicate using an underground phone made from drain pipes. Children can make marks by accessing their own water from the water supply, to 'paint' the areas of wood which might need attention. They can create a road and zebra crossing from chalk on the path in order to learn road safety. There is plenty of opportunity to learn from the quality resources provided by the staff such as kites to fly on a windy day and a chrome sphere on which to roll and climb. Children's starting points and capabilities are gathered at the home visit, where a photograph of the child is taken at home and introduced on their first day when they are welcomed into the pre-school by staff and the other children.

Children feel safe and are secure in the care of the staff. They encourage children's self-esteem through praise and support. Children are independent learners, an example of this is the cafe style snack bar, which gives them the chance to select what they want to drink and pour their own water or milk; they choose where they wish to sit and what fruit to eat. Children identify their names before sitting down and are helpful towards each other at the table. All children are extremely confident as they move around the hall, they have a good selection of toys to choose from and know the routine of the day. They make good progress in developing their personal qualities. They are able to take responsibility for small tasks. Each day children have small jobs which they volunteer to do, such as holding the doors open for others to go through and handing out name cards, so that the children can register their presence. They are able to volunteer to clean tables ready for snack time and oversee the fruit and drinks trolley for the other children. After having their snack, all children clear their space ready for the next child once they have finished, placing the cup and plate in a bowl ready for washing up.

Through activities jointly planned by the staff, but following the children's interests, there are many opportunities to be creative. Children enjoy role play and can be seen building houses from wooden bricks and transporting the bricks in a truck around the room, from one place to another where the house is in the process of being constructed. They use builder's hard hats and tabards to complete the game. Many children like to take advantage of the opportunity to dress up and dress dolls in the home corner. With the room being divided into areas children are able to feel secure in the space of their choice. The art and craft area is where children spend time mixing their own paints and using a variety of utensils to make different patterns. They are inspired by the Royal Wedding event, and have gained experience in looking at photographs of cultural differences in how weddings are managed. Visitors have attended the pre-school to support the topic, such as the vicar and registrar. Throughout the day children show good signs of being independent and use the hall to their advantage knowing what is available to them.

Children enthusiastically responded to the request from the local head teacher to paint pictures for her to take on a visit to Gambia. She was visiting a school in the country and took questions from pre-school children who wanted to know about

the children abroad, such as 'do you eat pancakes?'. The answers to the questions came on her return as well as photographs showing the pre-school children's paintings on the classroom wall. The benefit of this experience has provided the pre-school children with the understanding of children learning in other parts of the world. Using other ways of communication such as Makaton signing, has provided the children with another means of expressing themselves to others. Overall, with staff's enthusiasm to create a learning environment each day for children in their care, gives the children many benefits and opportunities to learn through play.

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	1
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	1
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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