

Rusper Playgroup

Inspection report for early years provision

Unique reference number	113686
Inspection date	29/06/2011
Inspector	Janet Thouless

Setting address	Rusper Village Hall, Rusper, West Sussex, RH12 4PZ
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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).

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

Rusper Playgroup is committee run and was established in 1992. It operates from the village hall in Rusper, West Sussex. The playgroup has use of the main and small hall and access to the school playing fields, adjacent to the hall, in the summer months only for outdoor play. In winter they make use of the large hall. The playgroup serves children from the local and surrounding areas.

The playgroup is open Monday to Friday 9.00am to 12 noon term time only. The playgroup 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 18 children aged from two to eight years. Currently there are 29 children, aged from two to four years on roll. This includes three and four year old children who receive funding for nursery education. The playgroup is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

There are five members of staff, three of whom hold appropriate early years qualifications. The Playgroup receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the playgroup. The staff work hard to create a welcoming, and stimulating environment where children are safe and settled and their individual needs are met. Staff have a good knowledge of the Early Years Foundation Stage (EYFS) and provide a range of activities based on children's interests. The established partnerships with parents ensure that staff have good knowledge of children's individual needs to ensure they are continually supported.

The committee, along with the staff team, has a clear vision of what they want to achieve and are beginning to put ideas into practice to ensure continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- Develop further the links between observation and assessment to inform curriculum planning and evaluate children's progress
- ensure the organisation of practitioners' deployment supports children's individual learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because practitioners understand their responsibilities and they know the procedure to follow should they have a concern about children's welfare or safety. Their knowledge is kept up to date through ongoing training and practitioners adopt safe practice. Recruitment procedures are sound and practitioners are vetted to ensure they are suitable to work with children. All required policies and procedures are in place, and followed by practitioners to ensure children's care and welfare is effectively promoted. These robust measures help safeguard children's welfare. The committee has a clear vision for the future of the playgroup and has identified areas for improvement through the use of self evaluation. This positive approach reflects the playgroup's commitment to drive and secure improvement.

Practitioners are committed to ensuring all children are included and provide good opportunities for them to learn and develop. They work together to ensure the playgroup is well organised and operates efficiently on a day-to-day basis. They are clear about their roles and responsibilities and mostly deploy themselves well. However, practitioners' deployment, for example, at snack times does not fully support children's learning. Comprehensive risk assessments, both on the premises, within outdoor play and on outings are in place, covering all aspects of playgroup provision. Space and resources are organised well to support children's learning in all areas. They are of a good quality and suitable for the ages of the children to support their learning and development. Play resources provide positive images for children to promote their awareness of culture and diversity.

Parents and practitioners have a good working partnership that ensures key information is shared between them. Parents are kept well informed about their children's routines and the EYFS via newsletters, notice boards and through daily discussions with practitioners. They have opportunities to meet with their child's key person and discuss their child's welfare and learning. Parents report they are very happy with the care their child receives and the progress they make. Practitioners actively seek parents' feedback about the provision and take account of concerns that they raise. Children's individual profiles and yellow book of achievement are available for parents to take home and read. Parents are encouraged to contribute by sharing children's home experiences. This ensures parents are fully included and enables practitioners to support children's individual learning. Partnerships with schools and others are good. Close relationships have been developed with teachers from the local village school and practitioners from other settings that deliver the Early Years Foundation Stage (EYFS). As a result, children's transition from playgroup to primary school and other settings is fully supported.

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

Children are cared for in a friendly, welcoming and inclusive environment in which their welfare, learning and development needs are appropriately met. Staff have a developing knowledge of the Early Years Foundation Stage (EYFS) and provide a range of activities based on children's interests and individual levels of attainment. Curriculum planning reflects the children's interests which are supported by a good balance of adult-led and child-initiated activities. However, although systems for observation and assessment are in place, activities are not evaluated to enable staff to tailor activities and experiences to each child's individual needs.

Children are provided with a wide range of activities and resources which enables them to make good progress in all areas of their learning. Children problem solve as they piece together the wooden train track and are developing good conversational skills as they discuss what piece of track should go where. Children enjoy listening to stories and are able to concentrate well in a group situation; they sit attentively and are eager to contribute, completing phrases from well-known stories.

Practitioners are supportive of children's play; they are mostly on hand to guide and direct, and make use of open-ended questioning to encourage children to extend their thinking in their chosen activities. Children confidently express and communicate their thoughts and ideas, for example, in role play when playing pirates. Practitioners extend this learning and support children in making connections by reading stories based on pirates, adapt resources to make a pirate ship and provide creative media to make an eye patch, hats and telescope. Children enjoy the use of computer programs and programmable resources, thus developing skills for the future in the use of technology.

Children have good opportunities to learn about the diverse society in which they live and value differences. They celebrate a variety of different festivals to gain an understanding of varying cultures and beliefs. They access a suitable range of resources throughout their daily play which increase their awareness of gender, culture, disabilities and learning difficulties. Good behaviour management strategies are in place which help children to understand the importance of working harmoniously within the group, consequently children behave well; they show kindness to each other and are willing to cooperate and share.

Children are kept healthy, safe and make a positive contribution to their care and learning. They enjoy a selection of fresh fruit and vegetables provided by parents at snack times, along with plain biscuits, rice cakes and breadsticks provided by the playgroup, thus adults share the responsibility for promoting healthy eating. They follow clear hygiene routines at snack times and when visiting the toilet. Children learn how to keep themselves safe as they are gently reminded to be careful as they move around the indoor and outdoor environment. A recent visit from the community police officer further enhances children's understanding on how to keep themselves safe. 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	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