

Rockingham Community Pre-school Playgroup

Inspection report for early years provision

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Setting address	Rockingham Community Centre Lower Hall, Off Rockingham Street, Falmouth Road, LONDON, SE1 6QN
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Type of setting	Childcare - Non-Domestic

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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

Rockingham Community Pre-School Playgroup is a voluntary playgroup run by a management committee and supported by the Pre-School Learning Alliance. The playgroup has been registered since 1975. The playgroup opens five days a week, from Monday to Friday, during term time. Sessions are from 9.15am to 3pm. Children have access to one large hall for play, with direct access to an enclosed outside play area.

The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 16 children at any one time, of these no more than 16 may be in the early years age range. There are currently 16 children on roll in the early years age range who attend a variety of sessions. The playgroup do not offer care to children under two years. The playgroup currently supports children who have identified special educational needs and/or disabilities and children who are learning English as an additional language. A team of four staff work with the children. They all hold a relevant childcare qualification to level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, good systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively. Staff show a clear awareness of the individual needs and abilities of the children attending. They provide a well-balanced curriculum that supports all areas of learning. However, access to resources that promote children's understanding of technology is less well established. Effective systems of assessment and planning are in place, although methods of recording of children's learning priorities in their individual assessments are less clear. The capacity to maintain continuous improvement is strong, as staff use a range of methods to evaluate the quality of the service.

What steps need to be taken to improve provision further?

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

- develop the methods of recording children's learning priorities, so that these are more clearly identified in their individual assessments as well as the activity plans
- extend children's access to a broad range of information and communication technology resources.

The effectiveness of leadership and management of the early years provision

Good systems are in place to help safeguard children and promote their welfare. The manager has completed relevant safeguarding training, and appropriate policies and procedures are in place. This enables staff to take prompt action if they have any concerns about children's welfare. In addition, staff complete checks and participate in systems of appraisal to ensure their ongoing suitability to work with children. A broad range of policies and procedures are in place that support the management of the service, and staff use all documentation appropriately. This ensures relevant records are kept about children, staff and visitors, helping to safeguard children's welfare.

Equality and diversity is promoted effectively as the staff know the children well. They support their individual learning needs and show regard to children's cultural and linguistic backgrounds. They support children in learning about a variety of cultures and beliefs through planned activities relating to festivals and events. In addition, children use a range of toys and books that promote positive images of people in the community. Staff support children who have identified special educational needs and/or disabilities. They work closely with parents and are developing good partnerships with other professionals to ensure information is shared. This enables them to cater for children's individual needs effectively

Engagement with parents is strong as parents are kept well informed about their children's progress. Staff make time to discuss the events of the day when children are collected. Parents are able to join the management committee or offer their views regarding the management of the service at the annual general meetings. Parents report that they feel welcome at the setting and they can stay with their children to settle them or join in activities.

Staff show a strong commitment to driving improvement as they have met the recommendation raised at the last inspection. They have worked closely with the local authority advisors to develop their skills and use documentation more effectively. Staff are developing methods of self-evaluation and have evaluated all aspects of their service. In addition, they have recently begun a quality evaluation scheme run by the local authority. Overall deployment of resources is good as staff are relaxed and work cooperatively together. They provide a good range of activities that promote children's learning within a well organised daily routine. As a result children are happy and purposefully engaged in play.

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

Children benefit from a good balance of learning opportunities. They move freely in the large, well-organised hall, choosing resources and developing their independence. They have direct access to the enclosed outside play area, enabling free-flow play. Children enjoy the adult-led activities and participate

enthusiastically during group story times. The learning environment is well organised with a good range of resources that reflect all areas of learning. However, children's access to resources that promote their awareness of technology is less well established.

Good systems are in place to track children's progress, as staff have worked closely with the local authority to develop their skills in this area. They make observations of children's progress, which are linked to the areas of learning and supported by photos and samples of children's creative work. They use this information to aid future planning. However, methods of recording children's learning priorities in children's individual assessments are less clear.

Staff show maintain appropriate food safety standards when handling packed lunches that children bring in from home. Children adopt healthy lifestyles through regular exercise during outside play and outings to local parks, where they use challenging play apparatus. This helps them to develop their physical skills. Children also enjoy healthy snacks of fresh fruit and talk about the fruits that they like. They show an awareness of their own bodily needs as they help themselves to water from the drinks dispenser. They are supported well in developing their self care skills and learn good hygiene habits through everyday routines.

Children show good relationships with staff and each other. They are supported well in learning appropriate behaviour, for example, while sharing and taking turns during play. They show a keen sense of belonging as they welcome each other and say goodbye at the end of the session. Children show a positive contribution to their learning environment. They respond well to the daily routines and take responsibility for helping to tidy away toys.

Children are supported well during play as staff move with the children, supervising them appropriately while extending their learning. Children enthusiastically engage in role play in the home corner as they re-enact real life experiences. They play cooperatively, becoming fully engrossed in their imaginative play. In addition, they explore the range of realistic accessories in the doctor's role play area and imitate the ambulance ride. They also develop their awareness of technology as they use old phones and computer keyboards during play. However, opportunities for children to use programmable toys are less well established.

Children are able to develop their creative expression while using a range of painting, collage and drawing materials. Staff support them well in developing their early writing skills. They make good attempts at writing the letters of their names on their pictures. Children are able to explore a variety of media, including modelling foam. They show an awareness of their senses as they discuss how it looks, smells and feels.

Children demonstrate good problem solving skills as they build with large foam bricks. They show an awareness of numbers, counting the bean bags and the stepping stones in the outside play area, for example. Children's physical control is enhanced as they successfully use a broad range of wheeled toys and climbing apparatus. Older children show a keen sense of responsibility as they support

younger children while they use the climbing frames and slide.

Children show that they feel safe. They approach staff if they are upset or need support. They participate in regular evacuation drills so that they become familiar with the routines to follow in the event of an emergency. Children learn about road safety and their local environment on outings in the local area that relate to topic themes; for example, they recently visited the post office and supermarket. Overall, children have good opportunities to develop their skills for the future

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