

Rufford Pre-School Playgroup

Inspection report for early years provision

Unique reference number	309447
Inspection date	02/11/2011
Inspector	Marina Howarth

Setting address	Rufford Village Hall, Flash Lane, Rufford, Lancashire, L40 1SW
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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*.

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

Rufford Pre-School Playgroup opened in 1993. It operates from the large hall and a smaller room in the village hall. The setting is situated in the park in the village of Rufford, Lancashire.

A maximum of 26 children may attend the group at any one time. The group is open all week from 8am to 4pm for 43 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 36 children aged from two to under five years on roll. Of these 21 children receive funding for early education. The group currently supports a number of children with learning difficulties.

The group employs four staff. All of whom hold appropriate early years qualifications. In addition there are two supply staff of which one is qualified. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's sense of belonging is expertly fostered through the child focused, welcoming and stimulating atmosphere. Staff are highly effective in ensuring children make excellent progress in all areas of learning. Children benefit from the high level of quality care they receive from staff that know them exceedingly well and meet their individual needs effectively through overall effective planning, rigorous assessments and successful partnerships with parents. An excellent balance of adult-led and child-initiated activities results in children being competent learners with a high degree of self-confidence, who feel valued, safe and happy. Innovative self-evaluation procedures lead to improvements which are well targeted and all staff demonstrate high aspirations for continuous quality of care resulting in an excellent impact on the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing and developing current assessment records so that they are clear to everyone who needs to see them.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and protected from harm through the setting's robust procedures and practices. All staff have attended child protection training and are confident in the procedures to follow should any concerns arise. A robust

vetting procedure helps to shield and protect children. The environment is managed effectively and vigilantly. Staff take an active pride in the environment in which children are cared for. Furniture and resources are of high quality and provide excellent support to the children. Their welfare is further protected through extensive and effective risk assessments across all areas of the building, outdoor area, resources and individual outings. These are conducted daily, are dated and signed and reviewed on a regular basis. This enables children to move safely and freely around the building.

The staff ensure that resources are used effectively to meet the needs of the children, taking into account their range of abilities and learning styles. The environment is stimulating, both inside and out and planned thoughtfully to enable children to make extensive choices of what they want to do from a range of interesting resources, natural materials and exciting activities. For example, children enjoy exploring the texture of pumpkins as they are able to smell, and touch the outside skin and discover the exposed contents. They follow their interests and use wet sand and bricks to build walls. Children can access a wide selection of resources that reflect diversity, providing them with opportunities to ask questions and learn about differences and similarities. As a result children flourish in the setting and make excellent progress in their development.

The registered provider has exceptionally high aspirations and has a clear and ambitious vision. She truly values the work of the staff and their contributions. The staff team, children and parents are fully involved in the evaluation process and decision making and the information gained is used to help improve outcomes for children. This embeds ambition and gives an accurate appraisal of its effectiveness and areas for further development are clearly identified. Children use cameras to take photos of activities they are interested in and regular consultations enables staff to identify their interests and plan accordingly. For example, the introduction of new dressing up items which incorporate super hero costumes and fairy outfits as requested by the children. Previous recommendations raised at the last inspection have been effectively addressed, for example, the extensive development of a fabulous outdoor play area which is imaginatively resourced for activities such as role play, creativity, exploration, gardening and physical activities.

Parents and carers are provided with comprehensive written information about their children's welfare and development. They are actively encouraged to contribute to their child's individual learning journals and play an active part in their child's learning and progress as their views are valued through the provision of a variety of systems, such as questionnaires, parent evenings and a suggestions box. As a result consistency of care is provided for the children and their individual needs are met effectively. Parents when spoken to express their enormous pleasure in the care their children receive and the extensive variety of opportunities children are offered and feel that their children are making significant progress in all areas of development.

The setting has established effective links with external agencies, staff work closely with the Early Years Development team to enable them to assess and reflect on their practice. The manager attends regular 'cluster' meetings with other provisions

to share and exchange ideas of positive practice. In addition close links with the local schools enable the transition process to be a positive experience for all children concerned. Visits are conducted to the schools and information booklets about the school are shared with children along with the opportunity to dress up in the school uniform and role play the experience. Effective links with other settings where children attend dual placements enable staff and parents to keep track of children's experiences, providing consistency and stability.

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

Children are making significant gains in their learning and development because the staff offer a wealth of valuable play experiences for them to enjoy. Children are greeted by enthusiastic, friendly, caring staff that ensure daily routines are filled with fun, laughter and challenges to enable children to reach their full potential. Children are confident and enthusiastic to explore their surroundings and participate in the extensive range of resources and experiences provided for them and their sense of belonging is extremely well fostered. Robust induction procedures include detailed information from children's parents. This enables the staff to provide tailored care for each individual child and use the information as a foundation in establishing starting points.

Beautifully illustrated learning journals for each child are filled with photos, observations and samples of the children's artwork. Development profiles are completed on a regular basis which illustrates how children are making progress in all areas. However, although the staff are clearly familiar with the current systems and able to demonstrate how children are achieving significant gains in all areas of development, this is not clearly identifiable without explanation. Observations are clearly linked to the six areas of learning and next steps are identified and incorporated into the planning. As a result, staff are well informed about what children need in order to continue to make further progress.

Children increase their competence in language very well through accessing an extensive range of books; they enjoy listening to stories with the staff and acting out their favourites. The addition of puppets and access to an environment filled with mark making opportunities enable children to express themselves well. Visual time tables and labelling and easy accessibility to resources enable children experiencing difficulty with verbal communication to express themselves independently.

Children are making excellent progress in their understanding of problem solving; they access a variety of shapes on boards, complete puzzles and many are able to count in double figures. Children are learning the concept of time through routines and are able to identify when a container is full or empty. Children are developing a very good understanding of the world around them. They discover things about their environment as they investigate small insects under logs and stones. They develop effective skills in using technology such as accessing computers and digital cameras. They confidently select music discs and operate the music player so they

can dance to music.

Children benefit greatly from opportunities to engage in sensory and creative activities. They enjoy sculpting and moulding the sparkly dough and playing with water outside. They are learning to appreciate different cultures and religions through participating in a variety of different festivals. They enjoy sharing their own experiences and are effectively learning to understand and appreciate similarities and differences in each other.

High priority is given to promoting children's safety and security and developing their understanding of safety issues. Children actively wash their hands, without prompts before snack time, after visiting the toilet and after playing outside. They are offered a wide range of healthy, nutritious foods including fruit and vegetables and staff offer explanations as to why these foods are healthy for them. Outdoor play provision is offered daily enabling children to play outside in the fresh air. In addition children visit the local park and woodland where they are able to explore nature and large areas of space. Children's behaviour is exemplary; they are courteous towards each other, taking turns and sharing and demonstrate impeccable manners.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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