

Reigate Parish Play Group

Inspection report for early years provision

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Inspector

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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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Description of the setting

Reigate Parish Play Group opened in 1998. It operates from a purpose-designed, self-contained area within Reigate Parish Primary School. The group has sole use of a kitchen, toilets and a large, enclosed outdoor play area. The playgroup serves the local community.

The setting is registered on the Early Years Register. A maximum of 24 children between two years and the end of the early years age group may attend the setting at any one time. There are currently 42 children on roll. The setting provides free early education for three- and four-year-olds. The provision welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting operates Monday to Friday during school term time. Sessions are from 9am to 12 noon and 12.45pm to 3.15pm. Children attend a variety of sessions each week. There are six staff who work with the children over the course of the week, four of whom have early years qualifications and all staff are qualified first aiders. The playgroup is a member of the Pre-School Learning Alliance and receives support and advice from Surrey Early Years and Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, happy and stimulated to create a busy and positive atmosphere within the group. Their independence is promoted through most routines and the free-flow arrangements enable them to make decisions about their play. The staff know the children well and are able to support them to make good progress in their learning. Most required documentation is in place to effectively support the running of the setting. Through systems of evaluation, contributions from children and parents and reflective practice from staff members, the playgroup shows the capacity to make continuous improvements to the outcomes for the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- include within the daily record of names of the children looked after on the premises their hours of attendance (Documentation) 30/11/2011
- ensure records are easily accessible and available for inspection at any time (Documentation). 30/11/2011

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

- promote children's personal independence during snack routines.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have an understanding of child protection procedures. Staff have undertaken child protection training and the playgroup leader acts as the designated person taking overall responsibility in this area. The committee is confidently aware of the correct procedures to be followed with regard to the recruitment and vetting of new staff. All staff clearances are available for inspection. However, not all records illustrating suitable childcare qualifications are available for inspection, which is a breach of a legal requirement. The setting is safe and secure; risk assessments and weekly checks are completed to ensure all areas remains safe and suitable for children. All staff maintain their paediatric first aid certificates to ensure children's well-being in the event of an accident. All documentation to support the setting is in place. However, although children's attendance is recorded, their actual hours of attendance are not clear. This is a breach of a legal requirement.

The committee, staff, parents and children are all able to contribute their ideas in the playgroup. On a daily basis, leaders and staff work well as a team using the skills of the individual staff members. Parents are able to contribute their ideas verbally, through the comments box or by becoming involved in the committee. Staff are keen to liaise with all parents on important issues and feedback is sought, for example through questionnaires. Through focused improvement plans, staff assess the impact on the children following any staff training or changes made in the setting. Additionally, through annual appraisals staff identify individual areas for their own development. This ensures the group as a whole is reflective and demonstrates their commitment to ensure continuous improvement.

Staff prepare the setting well prior to the children's arrival. Children's art work, photographs of themselves and colourful posters adorn the offering the children a vibrant and interesting environment. Children can access a range of resources that cover all areas of learning. They select the resources from open units or help staff choose different resources for table-top activities. Staff prepare the outside well as an extension to the indoor learning environment, offering a variety of activities and resources. Children are keen to spend time outside whatever the weather and are involved in purposeful play. All equipment is available to all children without discrimination. Activities and resources are adapted, however, for safety reasons in the younger children's session to meet individual capabilities. Through ongoing training, staff are identifying areas for development to enhance children's awareness of differences. The staff are establishing good links with parents to enable them to gain an awareness of each child's background and individual needs. They are keen to promote friendly, informal relationships with all groups of parents. Parents report on the success of children who have now left the group or

how new children have settled very quickly. Systems are in place to ensure all parents are informed of general information in a timely manner. Through the sharing of children's learning journals, parents are kept fully informed through tailored information about their child's development. Staff are effectively establishing links with other early years providers and the local school to support children's transition to school.

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

All children enter the setting happily, quickly separate from their parents with ease and set about making choices about their play. Throughout the morning all children move about the setting with direction and purpose. All children interact with their peers and adults well. Several children show high levels of confidence as they organise whole group games that other children join in with. For example, children take the lead and organise themselves well when taking turns as they play a shapes board game. Similarly, another child encourages others to join her in some singing. This evolves to include musical instruments and dancers and other children are given roles as they join the play. Children show a good awareness of each other. There are some firm friendships amongst the group and many children demonstrate their patience and ability to share resources well. Staff members have a good understanding of the children's development and through their interaction in play extend children's thinking a little bit further. A unique system is in operation to record next steps for each of the individual children, and the learning journals effectively monitor children's progress towards the early learning goals.

Children demonstrate through their confidence how safe and comfortable they feel, even those that only started this term. Some children confidently ask staff members for help when they need it and others regularly keep staff informed of what they are doing. Children are able to take appropriate risks in the setting while supervised by staff, for example when using some of the climbing equipment in the garden. Inside, they understand safety in relation to tools and use equipment such as scissors with care. They adopt good personal hygiene routines and all know they need to wash their hands before snack. Snack time is a sociable occasion, although children's independence is not fully promoted at this time. For example children do not prepare their own snacks or pour their drinks. Children develop their physical skills as they use the equipment in the outdoor area. Their coordination with bat and ball games is very good. The use of many different resources that cover all areas of learning enables children to progress whether they choose inside or outside play.

Children are developing well in their communication, language and literacy and mathematical skills, giving them the skills they will need to acquire future learning. Discussion about numbers occurs through play and in routine parts of the session. For example, staff challenge children in considering 'more or less' as they refer to different numbers of children in the group. Children understand the difference between 'half' or 'full' as they pretend to fill up their cars with petrol and have to choose one pound for 'half' or two pounds for 'full'. Books and stories are used well

throughout the session. Staff join children in the cosy book area where they use the puppet theatres to enable favourite fairy stories to come to life. All children are confident and articulate communicators. They also value others as they listen to each other in play and during large group times. Behaviour throughout the session is very good. Children take the initiative and work well independently. They collaborate and cooperate with their peers to ensure everyone can make a positive contribution.

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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