

# Auntie Ro's Playgroup

Red Cross Centre, Lewis Road, Selsey, West Sussex, PO20 0RQ

## Inspection date

15/02/2013

Previous inspection date

17/05/2011

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children            | 1 |
| The effectiveness of the leadership and management of the early years provision        | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- Staff support children with special educational needs and/or disabilities and those with English as an additional language effectively and very strong interagency partnerships ensure they meet children's individual needs successfully.
- Partnerships with parents are exceptionally strong and staff share and actively encourage the two-way flow of information to ensure they meet individual children's needs.
- The pre-schools safeguarding procedures are robust and effective to promote the welfare of all children.
- Children's personal, social and emotional development is promoted extremely effectively so they are interested and actively engaged in their learning.
- Exceptionally thorough and accurate self-evaluation drives improvement continually across all aspects of the setting.

- Children are not always encouraged to listen during group activities to ensure they gain the most from all activities.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector investigated concerns with the supervisor at the start of the inspection.
- The inspector spent time observing practice both inside and outside.
- The inspector spoke with the staff, children and a parent at appropriate times throughout the inspection.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the group policies and procedures
- The inspector spoke with the pre-school special needs coordinator and looked through the related documents.

## Inspector

Lisa Cupples

## Full Report

### Information about the setting

Auntie Ro's Playgroup has been registered, under its current management of a committee of parents and volunteers, since 1992. A playgroup was originally established at this venue by the W.R.V.S. in 1971. The group operates from a hall at the Red Cross Centre in

Selsey, West Sussex and serves children from the local community. There is a secure garden area available for outdoor play.

The playgroup is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 55 children in the early years age group on roll who attend various sessions. Of these, 48 children are in receipt of funding for early education and 2 children are in receipt of the two-year funding. Sessions operate during term-time only each weekday from 9.00am to 12.00 noon and 1.00pm to 3.30pm. Children may also attend the lunch club. There are systems in place to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The playgroup employs 10 staff to work with the children. Of these, nine staff hold relevant early years qualifications and one is working towards a qualification. In addition, the playgroup employ an administrator.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance opportunities to develop children's listening skills to ensure they gain the most from group activities

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

All staff have an exceptionally strong understanding of the Early Years Foundation Stage framework and implement it excellently to promote all children's learning and development. Staff spend time observing the children and use the information effectively to identify the children's next steps in learning. The staff team plan a vast array of activities and experiences covering all areas of learning and development using the information gathered about each individual child. Consequently, all children are making rapid progress towards the early learning goals in relation to their starting points. Children with special educational needs and/or disabilities and those children who have English as an additional language are supported extremely well. Staff achieve this through strong partnership with parents and a broad range of professional agencies. Staff engage all children in purposeful conversation and use a range of techniques, such as Makaton signing, visual time lines and digital recordings to provide a fully inclusive and welcoming environment. As a result, all children acquire the skills, attitudes and dispositions they

need to be ready for school or their next stage of learning.

Children use mathematical language during free play and focused activities. They count at every opportunity and enjoy activities sorting objects into groups. Children recognise numerals around the enabling environment to demonstrate their knowledge. For example, children use the number lines to show how old they are. All children have many opportunities to express themselves creatively. They use the well-organised and equipped role-play area to dress up and often negotiate roles and characters as they develop their own stories. This encourages the children to use their imaginations fully during their time at the setting. Children create their own artwork and are actively encouraged to write their names on their work. Older children form clear, recognisable letters and younger children are beginning to understand that text has meaning. Children handle books correctly and enjoy listening to stories as they staff bring the book characters to life using different voices and props to hold the children's interest.

All children have access to everyday technology and use the computer tablet with ease. They find the programmes they want to use and take turns well, using the sand timer to manage their time effectively. Children are developing a very good understanding of the world around them through discussions and activities about other cultures and beliefs. Children use an extensive range of multicultural resources and celebrate festivals from around the world as they learn about similarities and differences. Parents are actively encouraged to share their experiences with the children. For example, children visit a local Chinese restaurant for a food tasting session as they learn about Chinese New Year.

All staff are highly skilled at extending the children's learning through planned activities and incidental learning opportunities. For example, children ask if they can make paper aeroplanes and the staff collect all the resources, paper, pencils and crayons for the children to decorate their own planes. The activity leads to conversation about staying safe on holiday and children remember they have to throw their paper planes outside, so they do not hurt anyone in the pre-school. Children are fully involved in their learning and show high levels of independence during their play. For example, children gather the resources they need for their activity outside in trolleys. They take all the dinosaurs out and line them up. The children pretend to make the dinosaurs race, talking about the biggest and smallest, tallest and shortest dinosaurs as they play. At the end of their chosen activity, children collect all the dinosaurs and return them to the shed. This demonstrates that the children take responsibility for their play and learning environment and one child explains 'I put them back so everyone can find them next time'.

### **The contribution of the early years provision to the well-being of children**

All children are extremely happy and settled during their time at the pre-school. Children form excellent relationships with the staff team and their peers. Staff spend time getting to know the children and their families exceptionally well. When the children first register at the pre-school staff gather a wealth of information from parents about the children's welfare needs, individual routines and starting points in relation to their learning and development. This enables the staff team to ensure they meet children's individual needs

as soon as they start to attend.

Staff promote the children's personal, social and emotional development effectively and this results in children demonstrating high levels of self-confidence and self-esteem. The children confidently express themselves and openly share their thoughts and ideas with staff and other children. They are keen to try new things and eager to learn because the environment is extremely enabling and promotes all areas of learning and development successfully. Staff manage children's behaviour excellently. Staff have high expectations and children know exactly what is expected of them because clear rules and boundaries are implemented consistently across the staff team. The children are actively involved in managing their own behaviour and helped to create a set of 'golden rules' with the staff team. Children often remind one another of those rules. Staff are positive role models and manage any issues involving children's behaviour calmly and efficiently. However, staff do not always remind the children to listen during large group activities to ensure all children gain the most from the experience. Staff continually recognise the children's efforts and achievements and focus on positive behaviour, offering praise and encouragement throughout the day.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. For example, children talk about the types of food that are good for them and what they can have sometimes as a treat. Children know that exercise is good for their hearts and they recognise when they are thirsty, helping themselves to fresh drinking water. Children's self-care skills are also promoted effectively as they wash their hands independently at appropriate times, put their own coats and hats on and tidy away the resources behind them. All children are able to use the outside play area at any time throughout the session. Here they enjoy a broad range of outdoor play and learning experiences. This enables children, who learn best outdoors to flourish and make significant progress. For example, children enjoy building tall walls and dens with large construction blocks and experiment with water using bamboo and guttering to make the water flow in different directions.

Staff follow precise procedures to record all accidents and any incidents that occur on the premises and obtain parental signatures to ensure all parents are fully informed. All children learn about the importance of keeping safe. They understand the safety rules in the group, for example, they know they should not run inside the building in case fall and hurt themselves or others. Staff are highly effective in teaching children about hazards by enabling them to take measured risks. For example, by enabling them to use real tools for wood-working, after teaching them to be careful.

The pre-school is exceptionally skilled at supporting children who have special educational needs and/or disabilities and those children who have English as an additional language. Staff ensure individual support packages are drawn up in partnership with parents and other agencies to ensure all children can reach their full potential. For example, the pre-school have very strong links with the local authority support team; speech therapists, occupational therapists and play therapists to ensure the setting is doing everything it can to support the children and their families.

### **The effectiveness of the leadership and management of the early years provision**

Procedures for safeguarding are very good. The staff attend safeguarding training and they know how to implement the procedures to successfully promote the welfare of the children in their care. All children benefit from an extremely safe and secure play and learning environment. Staff carry out full written risk assessments covering resources, and all areas the children come into contact with, including all outings. Staff are vigilant and ensure the premises are safe and clean at all times. For example, any spillages are cleaned away quickly and efficiently to prevent the children from slipping. All visitors are required to show identification and sign in and out using the visitors' book. This ensures an accurate record of everyone coming into contact with the children is maintained. The pre-school has all the contact details for the local safeguarding children's board and the procedures and contact details are displayed around the setting for staff, visitors and parent's information. Full written safeguarding policies and procedures are in place and reviewed regularly to ensure all information is accurate and in line with the latest guidelines. Rigorous and robust recruitment and vetting procedures ensure all adults on the premises are suitable and a full induction programme for new staff and students on placement ensure everyone is aware of their individual roles and responsibilities.

The pre-school has made very good progress since the last inspection and has addressed the previous points for consideration. For example, the end of the session has been organised differently to ensure all children remain focused and enjoy their play and learning experiences. Staff are now included in the daily attendance register to show exactly which staff are present during each session. The pre-school evaluates all aspects of the provision accurately to identify strengths and any areas for development. All staff, parents and children are included in the evaluation process to ensure all views are used to drive improvement. The supervisors carry out regular appraisals to monitor the effectiveness of staff practice and encourage ongoing training to ensure all staff are up to date with current practice and guidelines. Staff feel valued and part of the team, taking responsibility for their individual roles, such as special educational needs coordinator, designated behaviour manager and health and safety. All staff effectively monitor any students on placement to develop and promote their skills and the pre-school has well-established links with the local college. The supervisors and the management committee are all actively involved in the day-to-day running of the setting and they have high expectations. The staff team work with an ongoing action plan with clearly defined targets and deadlines to drive improvement across the setting, demonstrating an excellent capacity to improve outcomes for children.

The high levels of partnership working with parents are evident in the entire pre-school. Exceptionally clear and open lines of communication ensure children's individual needs are met at all times. Parents have access to their children's progress records at any time and know exactly what the pre-school is working towards with them. This enables the parents to be fully involved in their children's learning and extend their learning at home. Parents are able to make written contributions about their children's learning and enjoy family events to strengthen the already strong relationships. Parents receive detailed information about the Early Years Foundation Stage framework and the characteristics of effective

learning to help them understand how their children learn and develop. There are excellent links with local schools and other providers of the Early Years Foundation Stage. Effective systems are in place to ensure the children's smooth transition to school and for those children who attend more than one early years setting. Staff have completed the children's two-year progress checks and any concerns have been identified and discussed with parents, and strategies have been implemented to fully support the children to ensure they continue to make rapid progress.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 113369                   |
| <b>Local authority</b>             | West Sussex              |
| <b>Inspection number</b>           | 903973                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 5                    |
| <b>Total number of places</b>      | 24                       |
| <b>Number of children on roll</b>  | 55                       |
| <b>Name of provider</b>            | Auntie Ro's Playgroup    |
| <b>Date of previous inspection</b> | 17/05/2011               |
| <b>Telephone number</b>            | 07833106749              |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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