

The Roseacre Playgroup

Shepperton Cricket Club, Russell Road, Shepperton, TW17 8JR

Inspection date

Previous inspection date

19/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 are highly motivated and work exceptionally well as a team, creating a secure and safe learning environment for the children.
- The management committee and manager of the pre-school drive improvement consistently to maintain the highest levels of achievement for all children, including children with special educational needs and/or disabilities.
- Highly successful partnerships with parents and information between staff and parents, shared daily, helps staff to be aware of children's individual needs and requirements.
- Staff's excellent knowledge of individual children and outstanding support through activities means children make rapid progress in relation to their starting points.
- The quality of teaching is consistently high and worthy of sharing with other providers.
- Children are provided with an exciting range of indoor and outdoor activities, and resources that inspire them during their play.
- Behaviour is excellent and the children are very confident, demonstrating a good awareness of safety and their own self-care routines.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 took part in a joint observation with the manager and observed staff taking part in activities with children.
- The inspector held discussions with the manager and deputy manager.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector
Jane Franks

Full report

Information about the setting

The Roseacre Playgroup moved to its current location in 2013. It is a committee run group and operates from the cricket pavilion in Shepperton, Surrey. The children have access to the large cricket pavilion and an outdoor area that children use under supervision. The playgroup support children with special educational needs and/or disabilities and children who are learning English as an additional language. The playgroup are registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting operated Monday to Friday. The opening times are 9.15am to 12.15pm. There are currently 25 children on roll. A team of five members of staff work directly with the children. Four of whom are qualified in early years.

What the setting needs to do to improve further

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

- develop children's exploration skills and curiosity to encourage the ways in which they participate and problem solve independently.

Inspection judgements

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

Children really enjoy their time and have fun at the pre-school. They run happily into the room when they arrive to greet their friends. The manager and staff team have high standards in all areas of their work. Together they plan and implement highly effective educational programmes for all children. As a result, children are making excellent levels of progress in their learning and development in this attractive and stimulating pre-school. Staff support children with English as an additional language exceptionally well. They access key words and phrases from parents and use picture cards and books to help children express their needs until their English develops. In addition staff use words and phrases at group time that reflect the home language of children and therefore children feel valued.

Staff have an extensive understanding of what each child is to gain from the range of spontaneous or planned activities. For example, children learn to recognise numbers as staff encourage them to find the numbered frogs in the log tray. Children have excellent opportunities to become familiar with the written word as they see print in their environment through books, displays and posters. They have opportunities to develop early writing skills. They show great pleasure as they enjoy messy play activities, make marks with pencils, and engage in sand play, for example. Staff challenge children effectively to play and explore. They provide enriching experiences and excellent questioning techniques to help children to learn. This enhances children's language and

communication skills extremely effectively. For example, children make pizzas alongside staff. Staff allow children to extend this, but on occasion are eager to offer solutions, rather than letting children make choices and problem solve about how they want to use the resources for themselves. Staff practice, overall, is extremely motivating and innovative, and children are benefiting exceptionally well from staff's excellent teaching skills. Consequently, children are making excellent progress in all areas of the curriculum. As a result, they are extremely confident to move on to the next stage in their learning.

Both indoors and outside resources are plentiful and carefully chosen to stimulate children's learning and development. Children develop physical skills as they ride tricycles around the decking area, recognising and responding to traffic lights as they do so. As a result children develop an understanding of road safety. Children enjoy science experiments as they take part in water play. Staff encourage them to find a range of objects and make predictions about whether they will float or sink. This inspirational support is evident in all staff interactions and is effective in scaffolding children's learning and skilfully developing sustained shared thinking. At key times during the day, children come together for stories or group activities either inside or outside, in the shade of the cricket field. Children choose and sing nursery rhymes. Staff skilfully use group sessions to encourage children to take turns as they each talk about their items brought from home, or simply hold child initiated discussions.

As children join the pre-school, their allocated key person guides children and parents through the settling in period. Staff gain as much information as possible from parents so that they can establish children's capabilities and starting points. Staff highly value and make full use of information from parents and successfully use this to shape the direction of each child's learning. Ongoing assessments are rigorous and reflected in the level of detail in each child's individual profile. Regular spontaneous and planned observations continue the cycle of working with children's enthusiasm, to provide further motivating and enriching experiences. Through such close monitoring, children generally make excellent progress across all areas of learning. On the occasions when they do not, staff and parents recognise gaps promptly, agree intervention plans, and where necessary seek external expertise. Timely responses help children make the best possible progress, closing any gaps, so children move with their peers to their next stage in learning.

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

Staff's warm and attentive care helps children and their parents feel extremely at ease. Children's individual needs and preferences are clear from the start. Successful implementation of the key person system ensures that children feel safe and secure in the setting. Parents have regular contact with their child's key person and this helps to build positive relationships between home and the pre-school, which then contributes to children's sense of security and well-being. Daily journals detail individual care practices with additional notes to share special moments, celebrate achievements, and look out for next steps. Such continuity between home and pre-school helps children flourish.

Staff encourage children to develop self-help skills and a healthy lifestyle. Children help

themselves to nutritious snacks and learn about healthy eating and good hygiene as they take part in cooking activities. Staff always take account children's dietary needs and preferences, and have a clear knowledge of all the children's allergies. Staff sit with the children at snack time to act as good role models as they demonstrate social skills and create a warm and pleasant occasion. Staff chat with children about what they have been doing and what they would like to do later. Water is available at all times throughout the session so they do not get thirsty. After snack time staff children enthusiastically help staff wash up, developing future life skills.

Children behave very well. In this nurturing environment, they learn to share and understand routines. On the rare occasions their enthusiasm overcomes their sense of fair play, staff quietly remind them about being kind to their friends. Children learn how to keep themselves safe with the support of staff. For example, children help to tidy away toys and take part in regular fire drills. Staff encourage children to learn and develop skills that will support them when they start school. For example, putting on their hats when the weather becomes warm and pouring their own drinks. Staff support children as they learn to use the toilet independently and as they wash their hands, for example, the staff chat with them about the importance of personal hygiene.

The setting provides a well-resourced and welcoming environment to support children's all-round development and emotional well-being. The children have use of a rich and stimulating outdoor play area and have daily opportunities to use the cricket field; this gives them the opportunity to enjoy fresh air and supports their physical development. The pre-school is very much part of the community and children go for regular walks and explore their local environment. The staff know the children well; and spend time talking to and playing with them, consequently they enjoy very strong and caring relationship. This positive adult interaction helps to develop children's confidence and self-esteem. Staff adopt highly effective systems to prepare children for the next stage in their move to school.

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

The manager has exceptionally high standards across all areas of the provision and ensures that her staff rise to her example and expectations. As a result, the staff team work exceptionally well together, knowing and complementing each other's strengths and drive for improvement. Recruitment procedures are very strong, and therefore ensure that the adults working with children are suitable to do so. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the setting. They know what to do if concerns arise about children's well-being, and have a good understanding of the whistle-blowing policy, if needed. Children's well-being and safety is the upmost priority. Staff have completed first aid training. They complete daily risk assessments for the premises, outdoor play areas, and for outings, for example, in relation to visits within the local community.

There are clear, effective systems in place for staff appraisal and one-one supervision to identify future training needs and monitor the quality of their work. Staff attend regular meetings where they discuss new initiatives and check their knowledge of existing policies and procedures. The manager closely evaluates and monitors the learning and development programme to ensure staff are meeting the needs of all children. Assessment is timely, consistent, and shared regularly with parents. Therefore staff have an accurate understanding of children's achievements and their capabilities, and can make timely interventions when needed. Professionals from other agencies, who support children and families, observe the child at play and offer advice and support to the staff. When children leave the pre-school, their progress is significant, as most are at the level expected for their age and many exceed it. As a result, they have made outstanding progress in relation to their capabilities.

Processes for self-evaluation and continuous improvement are exceptional. The management committee review and discuss targets for the pre-school and meet regularly. The views of the staff are included in the setting's improvement plan. It is clear that all the staff are extremely proud of what they do to ensure that all children make progress and enjoy their learning experiences. This demonstrates that the pre-school team have a strong commitment to driving continuous improvement. Parents state 'the staff are friendly and caring. They could not be more supportive'. This shows that there are good partnerships with parents and staff work with them to promote a cohesive approach to children's learning. Parents share their views and are able to contribute to improvements through regular meetings and email. Staff share information about children's next steps with other settings that children attend, for example registered childminders. The close partnership working with other professionals identify children's needs and ensure they make excellent progress. These systems ensure that all adults are able to contribute to children's learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY469384
Local authority	Surrey
Inspection number	948981
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	25
Name of provider	The Roseacre Playgroup Committee
Date of previous inspection	not applicable
Telephone number	07846750663

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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, which are usually the childminder's 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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