

Ravenshead Pre-School Playgroup

Ravenshead C of E Primary School, Swinton Rise, Ravenshead, Nottingham, NG15 9FS

Inspection date

21/10/2014

Previous inspection date

24/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children have lots of opportunities to explore their environment, make choices about their play and develop skills to support their independence.
- Staff develop good partnerships with parents, working together effectively to promote children's development and well-being.
- Staff work well as a team and provide good role models for children.
- Children are very secure and enjoy warm, nurturing relationships with staff.
- Staff have an excellent understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child protection issues.

It is not yet outstanding because

- Opportunities for children to experiment further and extend their experiences of writing are not fully enhanced as some mark-making resources are not freely available.
- There is room to extend the outdoor provision to enable children to explore and investigate the natural world.

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 observed activities in the playroom and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
■ evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

Ravenshead Pre-School Playgroup registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Ravenshead C of E Primary School and is run by a voluntary committee. The children are cared for in a designated room on the school site with direct access to an enclosed outdoor play area. The pre-school operates every weekday during school term times. Sessions are from 9am to 11.30am and 12.45pm to 3.15pm with a lunch club from 11.30am to 12.45pm. There are currently 59 children on roll who are within the early years age range. Children come from the local and wider community. The setting currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are seven staff who work with the children, one of whom holds an early years qualification at level 5, five hold a qualification at level 3 and one is unqualified. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's literacy development by providing an increased range of equipment to enable children to make marks in a variety of situations and for a purpose
- develop the outdoor environment further to provide more opportunities for children to explore the natural world and use equipment, such as magnifying glasses.

Inspection judgements

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

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage, and take great care to ensure that children's individual needs and interests are known and catered for. Children are settled and feel secure in the setting. Therefore, they enjoy attending and are motivated and enthusiastic to engage in the activities and experiences provided. Communication and language are encouraged with all the children and they receive lots of praise and encouragement from the experienced staff. This builds on children's confidence and self-esteem. Children who speak English as an additional language are well-supported as staff learn frequently used words in each child's home language. The key-person system is very effective in establishing positive partnerships with parents to support children's all-round development. Parents share information about their child's individual needs, likes and dislikes. Staff use this information effectively and, due to this, know all children well. This ensures every child makes good progress and their individual needs are effectively met.

Staff play actively with the children using clay and jewels to create diva pots. Children are shown how to squeeze their thumb and finger together to make the hole for the candle, developing their pincer grip. There is a good variety of resources to develop physical skills, such as bikes, scooters and climbing equipment. However, the outdoor learning area does not facilitate children exploring or investigating the natural world. Children have access to a wide range of books and print is used effectively inside the setting to develop children's recognition of letters and simple words. However, children are not able to access a variety of writing materials independently to make marks and further develop early writing skills. This means children do not get the chance to make lists and practise early writing independently as frequently as they could. There are planning systems in place to ensure children have experiences across all areas of learning, as well as being able to initiate their own ideas in their play. Staff have good systems in place to assess children's learning and development. Children throughout the setting are making good progress in all areas of learning. All children have a learning journal record, which contains a variety of observations and photographs to show children's learning over time. The setting has implemented the progress check for children between the ages of two and three years successfully and all related documentation is in place. As a result of the effective assessment and recording of children's progress, parents receive a clear picture of where their children are in their learning. Parents are kept very well informed about the life of the setting via the noticeboards, parent meetings and through daily chats with staff.

Children enjoy sharing books and listen to stories both in group sessions and individually with staff in the comfortable and inviting book areas. This further enhances their understanding of early literacy skills and the importance of caring for books. Children sit well and revel in the adult-led story session. Children learn about counting and number as they sing well-known rhymes and songs alongside staff. Such group activities help them to learn the skills they will need when they move to school or the next step in their learning. Children are encouraged to choose their own activities and to move around freely in each room. They are confident to look on the low-level units to choose the items they want to explore. Staff sit with the children during their activities and they understand how to ask them questions that contribute to their ongoing interests. For example, children enjoy filling the pumpkins with lentils and pulses, engaging with staff to talk about the textures. Children enjoy coming to the setting where their uniqueness is valued and they are offered a good level of support. The staff work with parents and other professionals to create action plans and set appropriate targets for children with special educational needs and/or disabilities. This enables them to achieve, in order that they make good progress. Trips out into the local area and to the nearby school help and promote children's understanding of the community around them.

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

Children are supported well as they make the move from home to starting at the setting. Their individual needs are consistently well-considered and also reflect the needs of their parents at this time. Consequently, children settle well and form secure attachments to their key person and staff. As a result, they are confident and motivated in their play and learning. Staff review what children enjoy and the resources they use, to provide activities

that engage and further their interests. They promote an inclusive environment where all children can develop and make good progress. Staff work effectively as a team and know the children and their differing needs well. They respond sensitively to them, to enable them to express how they feel. Children are aware of the basic rules in the setting including being kind to each other and to share and take turns, as staff consistently give gentle reminders. This approach reflects on the children's behaviour, which is good because they feel secure. Staff are thoughtful and understanding and children feel safe and comfortable within their care. This effectively promotes their sense of belonging.

The setting has good partnerships with the local school and information is shared to effectively support children as they move on. This ensures continuity in their learning and development. Staff discuss with the children their understanding of safety issues. For example, children are reminded why it is not safe to run indoors and staff explain the dangers of this should they fall. The setting provides healthy snacks and drinks for the children. Allergies are displayed in the room to ensure staff are kept aware of these. Children's independence and ability to make decisions for themselves is supported. For example, the older children serve themselves with food which enables them to make choices about what, and how much, they wish to eat. Good hygiene practices are managed well with all the children, such as hand washing, and they learn why this is important.

Well-implemented policies and procedures, such as fire evacuation procedures, also contribute to children's good health and safety. Children have many opportunities to access fresh air and to promote their physical development. Children are cared for appropriately following any accidents. Records are kept of any accidents, as are records of medicines administered and these are shared with parents. All staff have received appropriate training on the routines to follow if a medical emergency arises and most staff hold a paediatric first-aid qualification.

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

The manager leads and deploys a well-qualified staff team. She leads by positive example and regularly works alongside her staff, enabling her to assess their performance and monitor the provision for children. There are effective safeguarding arrangements in place. All staff attend safeguarding training and know the action to take and who to contact if they have any concerns about a child's welfare or well-being. Written safeguarding procedures and guidance are in place for referral to, including risk assessments. The manager ensures she notifies Ofsted of any serious incidents or significant events. Recruitment procedures are secure and, together with background checks, thorough induction training, performance management systems and staff meetings, mean that staff remain suitable for their role. No unvetted member of staff is permitted unsupervised access to children in the setting. A full record of all staff Disclosure and Barring Service checks is maintained.

The staff are confident and resourceful as they strive towards maintaining good standards of care and learning for children. Children benefit from being cared for by staff who work

well together as a team and share a commitment to improvement. The educational programmes and children's progress are effectively monitored by the manager, to ensure that children receive good quality learning and care experiences. Clear records of risk assessment show how safety is prioritised in all areas, both inside and outside. Staff supervise the children well and use clear explanation to help ensure that children learn to understand hazards. Staff to child ratios are maintained at all times. They also carry out daily checks before the setting opens, to ensure all areas remain safe for the children to use. Accidents are managed well in the setting because most staff have carried out first-aid training, and they record all accidents and give parents a description of what happened and any treatment administered.

The manager and staff ensure that the effective partnerships with parents and external agencies help to secure well-timed interventions to ensure children receive the support they need. Parents comment that the staff take time to get to know and learn about their child. They say that support, including intervention from outside agencies, is well-timed and proactively sought by the manager and staff. Parents state that the communication between them and the setting is very good and they feel able to support their child's learning at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY380458
Local authority	Nottinghamshire
Inspection number	873855
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	59
Name of provider	Ravenshead Pre-school Committee
Date of previous inspection	24/03/2009
Telephone number	01623 490 707

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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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