

# Rusper Playgroup

Rusper Village Hall, Rusper, West Sussex, RH12 4PZ

## Inspection date

05/12/2014

Previous inspection date

29/06/2011

## 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

- The management and staff team have a detailed knowledge of their roles and responsibilities and are committed to ensuring that children are safeguarded.
- Staff share regular, purposeful information with parents, ensuring they are fully informed of their child's progress and activities, and how to support learning at home.
- All children show high levels of self-control during activities, confidence in social situations and exceptional independence skills, supporting their school readiness.
- Staff use observations and assessment successfully to plan for children's next steps in their learning. Teaching practice is good. Attentive staff play alongside children, offering encouragement, support and individual attention.

### It is not yet outstanding because

- Staff do not take all opportunities to make best use of the outdoor area to challenge children's all-round development during outdoor play.

## 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 had a tour of the playgroup and invited the supervisors to take part in a joint observation.
- The inspector held discussions with the supervisors and chair of the committee throughout the inspection.
- 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 various 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

Rusper Playgroup is committee run and registered in 1992. It operates from the village hall in Rusper, West Sussex. The playgroup has use of the main and small hall. The playgroup has access to the school playing fields, adjacent to the setting, during the summer months, and an enclosed outdoor area on the school playground all year round. The playgroup is open Monday to Friday from 9am to 12pm and on Tuesdays from 12pm to 3pm term time only. The playgroup offers a lunch club on a Wednesday 12pm to 1pm. The playgroup is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The playgroup is in receipt of funding for two-year-old children and for early education for children aged three and four years. There are currently 21 children on roll. The playgroup is able to support children with special educational needs and/or disabilities and children who learn English as an additional language. There are five members of staff, all of whom hold appropriate early years qualifications. The playgroup 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:

- extend the use of the outdoor play area making sure all children understand they can choose to play outside, to challenge children's progress across all areas of learning during outdoor play.

### 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 learning and development requirements of the Early Years Foundation Stage. They recognise how children learn through play, and generally implement appropriate and motivating learning experiences for them. Staff regularly track children's progress and use this information to plan additional challenges for them. This supports the progression of all children as planning is based on individual challenge rather than a group planning approach. However, planning and daily routines do not consistently involve good amounts of outdoor play to promote children's all-round development in the outside environment. As a result, children are not always provided with plentiful opportunities to spend time enjoying fresh air. Therefore, their good health, and in particular physical movement is not maximised. Nevertheless most days children have opportunities to access a variety of indoor equipment to practise and extend their physical skills, enabling them to be active, climb and balance.

Staff use good teaching techniques to support and challenge children's growing curiosity as they play. This means children are motivated to learn. For example, staff sensitively

modelled the use of new tools during the inspection. As a result, children established new skills drawing water into a pipette, developing their fine muscles. Children spent time transporting water from one container to another, developing tipping skills and investigating an understanding of volume. Staff extended this activity further by adding soft coloured balls into the water. Children explored an understanding of colour as staff challenged them to group colours together. Extending the activity further, staff provided children with an opportunity to add shaving foam into their play. As a result, children developed their fine muscles further as they successfully sprayed out the foam. The children explored the changing textures as they squeezed and watched it trickle through their fingers.

Staff skilfully interact with the children during their play, asking them relevant questions to make them think. As result, children develop good problem-solving skills. This supports school readiness. For example, staff held discussions with children while making Christmas decorations. Staff challenged them to think of different ways of transporting the sequins on to their creations. Staff praised children and respected their individual ideas such as dropping their decoration straight into the sequin jar. Children acted out real-life experiences as they role played shops. They developed early writing skills as staff encouraged them to write their shopping lists. Engaged in their imaginary play, they developed confident social skills alongside their friends, taking turns as they queued at the till. Good quality interaction and good role modelling helped children to gain an understanding of language during their child-initiated play.

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

Staff support children's well-being very well. Children demonstrate that they are happy and settled as they confidently arrive in the morning to playgroup. Staff are well deployed and spend time engaging in children's play. These positive interactions support children to feel valued as staff listen to their suggestions. For example, as children connected the train track together, they discussed with staff where the pieces of track should go. The impact is that children are polite and cooperative. The staff are good role models, as they consistently praise children and work well as a team. Furthermore, staff support children well as they learn to take turns and share equipment. All staff are aware of how to manage children's behaviour effectively. Therefore, children are developing a healthy approach towards respecting one another's needs.

Staff are vigilant in promoting children's safety. They check the premises for hazards on a daily basis and teach children how to keep themselves safe. Children practise regular fire evacuation procedures to ensure they know what to do in the event of an emergency. Staff use effective teaching strategies to help children to become independent and follow consistently good hygiene practices to promote children's well-being and safety. For example, children independently washed their hands after messy play and before eating their snack. Staff teach children to learn the importance of adopting a healthy lifestyle. Children independently poured their own drinks and selected their healthy snacks consisting of fruit and vegetable. As a result, children develop good self-help skills for the future. Snack time is a social occasion and staff seize this opportunity to discuss the types

of food that are good for children. Fresh water is always available so children can help themselves whenever they feel thirsty.

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

Leadership and management have a good understanding of their responsibility in meeting the safeguarding and welfare requirements. The management committee implements robust recruitment and vetting procedures to appoint staff who are suitable to work with children. Staff have a good knowledge of safeguarding procedures; they are aware of the potential signs that may trigger concerns about a child's welfare and the procedure to follow in the event of any concerns. Staff carry out thorough risk assessments to minimise hazards and ensure equipment and play areas are safe from dangers. This helps staff to promote children's welfare effectively. The supervisors and management committee implement comprehensive policies and procedures to ensure the smooth day-to-day running of the playgroup.

The supervisors and management committee are passionate about providing an excellent service. They reflect on all aspects of the playgroup and put a strong focus on quality and compliance. They involve parents, children and staff in their reviews and encourage everyone to contribute to new ideas and improvements. Recommendations from the last inspection have been implemented. For example, staff regularly observe children and precisely assess and evaluate children's progress. This has had a positive impact on staff's teaching skills. As a result, staff accurately plan activities that reflect on children's individual next steps in learning. Effective procedures are in place to supervise staff regularly and this helps them to spot any issues related to performance. The management committee ensures that regular supervision meetings take place and this helps to maintain the good standards and practice across the playgroup.

Staff have good relationships with parents and keep them informed about their children's routines, care and learning. The recording and assessing of children's starting points and monitoring of their ongoing progress is a joint process. This means any emerging gaps in children's learning are quickly closed. Parents spoken to during the inspection explained that they are kept fully informed of their children's progress through discussions with key persons and sharing of daily journals records. They comment how their children are very happy and settled at the playgroup. Staff work extremely well with local schools, to promote continuity in children's care and learning. They have effective partnerships with other agencies, which contribute to children's learning and well-being, particularly for those families or children who need additional support.

### **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. 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

<b>Unique reference number</b>	113686
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	835929
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Rusper Playgroup Committee
<b>Date of previous inspection</b>	29/06/2011
<b>Telephone number</b>	07788 780795

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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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