

Ropley Playgroup and Pre-School

Ropley Parish Hall, Church Street, Ropley, Alresford, Hampshire, SO24 0DT

Inspection date	12/01/2015
Previous inspection date	11/03/2009

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

- Staff use a wide range of interesting resources, set out attractively to help children to make good progress in their learning and development.
- Staff are kind, caring and committed; helping children to feel settled and secure and providing a sound foundation for personal, social and emotional development.
- Parents are offered many opportunities to share and delight in their children's learning and achievements at the pre-school.
- Staff support children's health and safety very well due to consistent and highly effective practices and procedures implemented throughout the pre-school.

It is not yet outstanding because

- Staff provide fewer opportunities for children to learn about individual differences in society to promote their understanding of equality and diversity.

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 and spoke with children and staff across a wide range of activities both inside and outdoors.
- The inspector tracked two children and reviewed their learning journal records.
- The inspector completed a joint observation with the manager.
- A selection of documents relating to staff qualifications, risk assessments and policies were reviewed .
- The inspector spoke to and took account of the views of four parents and carers.

Inspector

Ann Rowe

Full report

Information about the setting

Ropley Playgroup and Pre-School opened in 1960 and is run by a voluntary parent committee. It operates from the parish hall, which is situated in the centre of the village of Ropley. It serves the local area and surrounding villages. The adjacent recreation ground is used for outdoor play. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 21 children on roll from two years six months to under-five years. The pre-school supports children with special educational needs and/or disabilities. The pre-school opens each weekday from 9am to 12 noon and until 1pm for an optional lunch club, term time only. The pre-school employs five staff, who hold appropriate early years qualifications at Levels 5, 3 and 2.

What the setting needs to do to improve further

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

- increase the range of activities and resources available to children which reflect differences in the wider world, to further encourage children to value and respect diversity.

Inspection judgements

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

Children thoroughly enjoy their time in this pre-school. This is evident in how enthusiastic and busy they are. Children are able to choose resources confidently from the range staff display in an attractive and encouraging way so they are able to initiate their own play. The range of activities on offer enables them to develop their skills across all areas of learning and development. For example, children enjoy using tablet computers that develop their technological awareness.

Children are clearly familiar with the daily welcome-time routine. All children join in singing the welcome song including repeating the actions. Staff support children well to develop good mathematical skills as they count, recognise numbers and think about more and less. Children develop their confidence and self-esteem as staff encourage them to speak in group time about their favourite toys. Staff use all opportunities to extend and explain vocabulary, and language. Staff model and support behaviour during group times, and as result, children remain focused on activities.

Indoors, children are able to further their own interests. They play happily together taking turns and sharing resources, for example, during painting and model-making activities. In addition, children develop negotiating skills, such as when participating in role-play

activities with prams and babies. Children display considerable confidence as they ask questions and respond to adults while they play. Staff have high expectations and encourage children to become independent preparing them for school.

Staff listen attentively to the children and provide a narrative to their actions encouraging language development. For instance, staff repeated and explained new words clearly, such as, 'Transformer', and, 'Rotor blades'. Children enjoy participating in songs and action rhymes, and experimenting with the musical instruments. This helps to develop their ability to remember words and encourages their physical coordination. Children develop their literacy skills listening with enjoyment and contributing to stories, such as 'Harry and the dinosaurs' and 'The Gruffalo'. Children show an interest in writing developing their early mark-making skills. For example, some children selected resources and sat down to draw pictures on the floor outside. However, staff provide fewer resources and activities that support children's understanding of different cultures and individual differences of people in society.

Staff observe the children regularly during their play and use the observations to plot the progress the children are making. This helps them to identify the next steps in children's development. Staff use this information to plan activities that give children opportunities to extend their skills. Staff meet children's individual needs well. Staff provide a good range of activities that inspire and motivate children to learn.

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

Staff meet children's welfare needs well at this pre-school. Staff set a good example to children in their manner. They are calm, patient and consistent, in their expectations and responses to children's behaviour. As a result, children readily listen to staff and follow the rules when playing in the outdoor recreation area. Staff teach children to share, take turns and use excellent manners as they undertake their games and play activities. Children are curious and interested in all that is going on. A simple routine to the day helps to ensure children have good daily opportunities to be active, stimulated, regularly fed and have quieter periods looking at books. This enables them to feel comfortable and happy, and consequently, they enjoy the opportunities available to them. This results in children who are confident and secure because they know what staff expect of them.

Staff use comprehensive risk assessments that help to ensure the premises and the resources are safe for the children to use. Staff check equipment outdoors before children access the area. Staff maintain effective health and safety measures throughout the children's time outdoors, such as regularly checking numbers of children, and teaching children about road safety. In addition, staff remind children to take care on surfaces that may be slippery on a wet day, so that they do not fall and hurt themselves. Staff teach children to recognise and respect the potential dangers around them. They practise the evacuation of the building with children on a regular basis, ensuring that even the youngest children have an understanding of what to do in the event of an emergency.

Children display strong personal, social and emotional skills. They are able to use the

bathroom unaided, and put on boots and coats in readiness for outdoor play. Children have plenty of opportunity to be physically active and gain fresh air outdoors. Children enjoy the physical opportunities to climb, swing, slide and run. Staff are always on hand to support the children and to engage with them during their play. Children demonstrate a good awareness of hygiene as they independently wash their hands at the sink after outdoor play and before meals.

Staff are active in promoting children's understanding of healthy eating. All parents provide information regarding allergies, likes and dislikes. Staff use this information when preparing snacks and cooking activities. Staff chat with children about the value of fruit at snack time. Children can select from a variety of healthy options. Lunch and snack time are happy times where children sit at the table together to enjoy their food developing their social skills. Children display excellent table manners and are able to pour drinks of milk or water for themselves. Children tidy up after themselves by washing their cup and plate with adult help on hand. As a result, they are acquiring the skills to help them when they move on to school.

Carefully planned introductions to the pre-school enable staff to get to know children and their parents, and understand their individual needs. Staff keep parents informed about their child's day and development through face-to-face conversations, planned meetings and secure online communication. Parents comment favourably on the pre-school and say their children are always happy to attend. Their views and opinions are sought through questionnaires so the needs of the families and children can be met through change.

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

The manager, staff and management committee organise the pre-school effectively, with committee members taking on support roles. As a result, they have a good understanding of the Early Years Foundation Stage requirements. A good range of policies and procedures are in place and shared with parents. Staff use these to underpin their practice to keep children safe. The committee undertake robust recruitment and vetting procedures to ensure that all staff are suitable to work with children. The committee ensure that all regulatory training, such as first aid and safeguarding is kept up to date. As a result, staff know the procedures to follow should they have any child protection concerns. This helps to promote children's welfare.

Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. There is an effective key-person system in place to meet children's individual needs. Staff monitor children's progress to ensure that there are no gaps in their learning. Staff share information effectively with parents

The manager and committee use self-evaluation to identify strengths and weaknesses in the provision. They take into account the views of staff and parents in this process. They draw up an action plan, which they review on a regular basis to ensure that the pre-school

continues to develop and update. They have met all the recommendations from their last inspection. The manager and committee identify staff training needs, to enhance practice further, through regular staff meetings and appraisals. These practices demonstrate a commitment to maintain and improve standards of care and education that will benefit the children.

Staff are active in building partnerships with other agencies to ensure children make progress in their learning and development. For example, staff work with speech and language professionals when required. Staff have good relationships with the local village school and toddler group. This helps to smooth children's move between settings and promotes continuity in learning.

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	109853
Local authority	Hampshire
Inspection number	839641
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	21
Name of provider	Ropley Playgroup and Pre-School Committee
Date of previous inspection	11/03/2009
Telephone number	07510684055

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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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