

Rufford Pre-School Playgroup

Rufford Village Hall, Flash Lane, Rufford, Lancashire, L40 1SW



Inspection date

25 November 2015

Previous inspection date

2 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager provides good leadership and demonstrates a good knowledge of the Early Years Foundation Stage to provide good quality care and education. She is supported well by highly qualified staff and ensures that the views of parents, staff and children are sought to improve the quality of teaching and learning.
- Children are happy, safe and well cared for and have very strong bonds with staff. This positive relationship helps to ensure that children are confident in exploring their environment and talking to their friends and staff about their learning.
- Parents are very complimentary about all aspects of their children's learning. They are happy that their children are safe and well looked after and appreciate ideas and suggestions from staff, which help to extend their children's learning at home.
- Managers and staff monitor children's progress effectively and accurately track children's performance in all areas of learning.

It is not yet outstanding because:

- Staff sometimes miss opportunities to ensure that children think deeply about their learning and do not always challenge them to achieve to the very best of their ability.
- Staff do not always fully enhance children's good knowledge or develop their understanding of their community and the wider world around them.

What the setting needs to do to improve further

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

- ensure that staff always encourage children to think deeply about their learning and consistently challenge them to achieve to the very best of their ability
- enhance opportunities for children to learn about and develop their knowledge of their community and the wider world around them.

Inspection activities

- The inspector met with the manager and held discussions with staff. The inspector looked at relevant documentation, including the self-evaluation, safeguarding policies and procedures and information on children's learning and progress.
- The inspector carried out a joint observation with the manager and observed a range of teaching and learning activities both inside and outdoors.
- The inspector spoke to a small sample of parents and children during the inspection and took account of their views.
- The inspector checked the qualifications of staff and their suitability to work in the pre-school playgroup.
- The inspector undertook a tour of the premises.

Inspector

Lenford White

Inspection findings

Effectiveness of the leadership and management is good

The manager is well qualified and ensures that all members of staff are effectively supervised and trained to a very high standard. All staff have a full understanding of their roles and responsibilities and demonstrate good teaching strategies to support children. The manager ensures that all required policies and procedures are in place and that all children have equal access to good quality equipment and resources. The arrangements for safeguarding are effective. The manager and staff understand and follow robust safeguarding procedures to ensure that children are kept safe and protected from harm at all times. Strong and effective relationships between leaders, staff, parents and other professionals help to ensure that children's educational and development needs are well catered for. Additionally, that their progress is at least good across all areas of learning. The manager and staff provide opportunities for children to learn about different people and places. However, staff do not always fully enhance children's good knowledge or fully develop their understanding of their community and the wider world around them.

Quality of teaching, learning and assessment is good

Staff ensure that children make good progress towards the early learning goals through planning learning activities which are based on children's interests and regularly assessing children's performance. Observations of children's learning are shared between staff and with parents to ensure that all learning and development are captured and that support can be put into place if a child is not progressing well in any area of learning. Staff model language well and encourage children to talk about their learning and share their ideas. This was shown when children were putting soil into pots and planting and watering peas. They were encouraged to count, measure out soil and consider all the things that plants need in order to grow. However, staff sometimes miss opportunities to ensure that children's thinking is extended and they do not always challenge them to achieve to the very best of their ability.

Personal development, behaviour and welfare are good

Children are exceptionally well cared for by staff that know them well and ensure that they are happy and safe. Children are very confident learners and navigate their thoughtful and well-resourced indoor and outdoor learning and play areas purposefully. An effective key-person system ensures that children's individual care needs are met and that relationships between staff and parents are good and productive. Children are considerate and sensitive towards the needs of others. They play safely and engage in well-established routines which help to maintain a good level of self-care, and a good understanding of the importance of healthy eating and exercise. Additionally, this promotes children's physical and emotional well-being.

Outcomes for children are good

All children, including those who receive additional funding, are well prepared for the next stage in their education and learning. They develop key skills well and make good progress based on their starting points. Children are curious, enjoy finding out new things and have well-developed communication and language skills.

Setting details

Unique reference number	309447
Local authority	Lancashire
Inspection number	855203
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	30
Name of provider	Julie Sherrington
Date of previous inspection	2 November 2011
Telephone number	01704 821 621

Rufford Pre-School Playgroup opened in 1993. It is open each weekday from 8am to 4pm, except on Wednesday when it is open from 8am until 1pm, term time only. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications. The group provides funded early years education for two-, three- and four-year-old children.

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