

Ropley Playgroup and Pre-School



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

Inspection date

27 March 2017

Previous inspection date

12 January 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The provider has failed to provide Ofsted with the relevant information about new committee members so that the required suitability checks can be carried out. This is also a breach of the Childcare Register requirements.
- Staff do not fully encourage children to use a wide range of media and materials to express their own ideas during their art and craft activities.
- Staff do not consistently encourage parents to be involved with their children's learning, to promote a joined-up approach between the setting and home.

It has the following strengths

- Staff offer exciting and inviting activities and experiences to children. They reflect on children's interests, monitor their development, and plan for each child's next stage of learning. Children make good progress in their development
- Staff are good role models. They demonstrate acceptable behaviour and provide clear and consistent expectations. Children learn to share, take turns and respect each other's feelings. They play well together and manage their own behaviour.
- The manager successfully and regularly reviews children's progress to identify any learning gaps to help staff provide support for individual children to catch up.
- Staff support children to develop a good understanding of the world. For example, children show an interest in frog spawn, explore tadpoles and talk about the stages in the life-cycle of a frog.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- | | |
|---|------------|
| ■ ensure Ofsted is provided with the required information about all committee members to enable all suitability checks to be carried out. | 10/04/2017 |
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To further improve the quality of the early years provision the provider should:

- build on the ways children are able to freely express their own creative ideas using a wide range of media and materials
- provide more information for parents about how they can support their child's individual learning at home.

Inspection activities

- The inspector observed the quality of teaching in the pre-school.
- The inspector completed a joint observation with the manager, and spoke to staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector spoke to parents on the day and took their views into account
- The inspector checked the suitability of staff and committee members.

Inspector

Vanessa Dooley

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a good understanding of child protection issues and the procedures to follow if they have concerns about children's welfare. The manager and staff ensure they risk assess the premises which helps them to identify and minimise any hazards to children. The provider has not informed Ofsted of all new committee members. However, the provider has obtained Disclosure and Barring Service checks for them and they do not have unsupervised access to children. This minimises any risks to children's welfare. The manager has regular meetings to help staff understand and improve their practice. For example, information from training courses is shared to make sure all staff are kept updated. The manager and staff successfully evaluate children's progress and the quality of provision. For example, they attended training to raise children's progress in mathematics, having identified this as an area to improve.

Quality of teaching, learning and assessment is good

Staff observe and assess children's learning and interests regularly. They use this information effectively to help plan for children's next steps in their development. For example, children who are not as confident in social situations are encouraged to talk about personal events to promote their confidence in communicating with others. Staff provide children with some opportunities to use their imaginary skills. For example, children dress up and engage in role play as fire fighters. They pretend to drive a fire engine and use maps for directions. Staff interact well with children to extend their learning. For example, they ask children to place items in the order of size to encourage their sequencing in mathematics and to use mathematical language.

Personal development, behaviour and welfare are good

Children are happy and confident in their surroundings. Staff understand children's moods and personalities, and are attentive to their needs. Children develop an awareness of other people's festivals. For example, they discuss a Japanese festival which enables children to discover the blossom flower. Children have a strong sense of belonging and a close attachment with their key person. Staff encourage children to be healthy. For example, they discuss healthy foods while they are eating their snacks. Children experience being physically active. For example, they regularly visit the local park for physical play, where they are also able to grow their own produce.

Outcomes for children are good

All children make good progress. Children are confident and curious and show an enthusiasm for learning. Children enjoy developing their early mathematical skills through effective questioning from staff. Children develop a good range of abilities and good levels of well-being that support their future learning and readiness for school.

Setting details

Unique reference number	109853
Local authority	Hampshire
Inspection number	1085696
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	20
Name of registered person	Ropley Playgroup and Pre-School Committee
Registered person unique reference number	RP517971
Date of previous inspection	12 January 2015
Telephone number	07510684055

Ropley Playgroup and Pre-School registered in 1960 and is run by a voluntary parent committee. It is based in Ropley, Hampshire. 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.

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.

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