

Rusper Playgroup

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



Inspection date

20 July 2017

Previous inspection date

5 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff effectively support children's positive behaviour and consistently remind them of their high expectations. Children behave very well and develop strong social skills. They are considerate and make positive friendships, happily including others in their play.
- The managers build strong links with local schools to help children's eventual move. They regularly meet with teachers to discuss the key skills they would like children to develop and invite them to the playgroup to meet children in a familiar environment.
- Staff support children's communication skills well. For example, they ask children about their interests and encourage conversations about their home lives. Children confidently express themselves and enthusiastically share their views and memories with others. They make good progress from their starting points in learning.
- Parent partnerships are strong. Parents have constant access to children's development records and staff regularly share children's next steps in learning.
- The managers work closely with the staff team to help evaluate the effectiveness of the playgroup. They actively encourage the views of parents and children, and make continual improvements to children's outcomes and experiences.

It is not yet outstanding because:

- The managers do not fully monitor and track the different groups of children to identify any gaps in their learning and help them make even better progress.
- Staff sometimes miss opportunities to offer further support to children, to develop their understanding of the benefits of healthy diets.

What the setting needs to do to improve further

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

- improve the current systems for monitoring groups of children's progress to help raise outcomes to the highest level
- offer more consistent support to children to help their understanding of the benefits of healthy diets on their well-being further.

Inspection activities

- The inspector observed teaching practices and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the playgroup's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The managers create a very positive atmosphere where staff, parents and children feel valued and supported. They lead their hard-working well-qualified staff team well and together they continue to develop the provision. The managers and staff have improved the way they assess individual children's development. For example, they have introduced a new assessment system and use this effectively to help check each child's progress closely. The managers supervise the staff well and help them to continue to improve their teaching. For example, they carry out regular assessments of their practice and offer guidance and further training opportunities. After recent training, staff have improved their support of children's early literacy skills, such as by introducing more written words into the environment. Safeguarding is effective. Managers and staff are well trained and have a thorough and up-to-date knowledge of child protection concerns and the actions to take. They effectively maintain a safe environment.

Quality of teaching, learning and assessment is good

The managers and staff have an in-depth knowledge of how children learn and what interests them. They provide an exciting range of experiences that motivates children in their learning and supports their developmental next steps. For example, children enjoy exploring remote-controlled cars and confidently use the controls to manoeuvre the cars in the space. Staff encourage children to use language, such as 'forward' and 'backward', and 'left' and 'right', to describe their movements. They support children's mathematical development very well. For example, they encourage children to recognise numbers written on magnetic fish as they carefully catch them with rods. Staff then challenge children to count how many fish they catch and work out one number more and one less.

Personal development, behaviour and welfare are good

Children develop good early independence and enjoy being given responsibilities. For example, they confidently cut fruit for snacks and pour their own drinks. Staff are very caring and build strong bonds with the children, who are happy and secure. Children benefit from exciting opportunities to be active. For example, they have weekly sports sessions with a trained teacher and develop their physical skills through challenging games. Children have good self-esteem and take pride in their achievements. For example, they celebrate together as they jump over hurdles during their physical play. Children enjoy regular outdoor play in all weathers, confidently choosing where to play.

Outcomes for children are good

Children confidently explore the stimulating environment and are enthusiastic learners. They take their time drawing pictures and painting, paying good attention to detail. Children enjoy imaginary play and confidently act out scenarios with toy dinosaurs, such as hiding their 'eggs' in a cave. They have a strong understanding of technology and impressive mathematical skills. Children are very willing to try new things and creatively develop their own ideas in play. They quickly gain the skills needed for the next stage in their learning and are well prepared for school.

Setting details

Unique reference number	113686
Local authority	West Sussex
Inspection number	1070140
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	20
Name of registered person	Rusper Playgroup Committee
Registered person unique reference number	RP905964
Date of previous inspection	5 December 2014
Telephone number	07745 462 051

Rusper Playgroup registered in 1992. It operates from the village hall in Rusper, West Sussex. The playgroup is open between 9am and 3pm on Tuesday, between 9am and 1pm on Wednesday and between 9am and midday on Monday, Thursday and Friday, during term time only. The provider employs five members of staff, all of whom hold childcare qualifications at level 3. The playgroup receives funding for the provision of free early education for children aged two, three and four years.

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