

# Ropley Playgroup and Pre-School



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

## Inspection date

2 November 2017

Previous inspection date

27 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 management team has successfully addressed the areas for improvement since the last inspection. The team has strong procedures to ensure Ofsted is promptly informed of new committee members.
- The enthusiastic and caring staff team works hard to set up a stimulating and attractive play space, which children thoroughly enjoy. Staff show strong teaching skills which help children make good progress.
- The teaching of children who have special educational needs is particularly strong. Staff liaise very effectively with other professionals and implement tailored teaching strategies to help aid their progress.
- The staff make very good use of the rural, local community as part of their teaching programme and successfully help children learn how to keep safe, such as when they walk to the local shop.

### It is not yet outstanding because:

- The management team's monitoring of children's assessments and of staff's individual teaching skills is not of the highest quality.
- On occasions, staff miss opportunities to challenge the most able children in their problem-solving skills and to encourage them to take personal responsibility for tasks.

## What the setting needs to do to improve further

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

- refine systems for monitoring staff's assessments of children's progress, including different groups, and develop peer observation to further enhance staff's teaching skills
- challenge the most able children in their development by having even higher learning expectations.

### Inspection activities

- The inspector spoke to children, observed the children's play activities indoors, looked at the available resources and read relevant documentation.
- The inspector had discussions with the manager about leadership and management, including self-evaluation methods.
- The inspector spoke to a sample of parents and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector went on a walk with children and staff.

### Inspector

Loraine Wardlaw

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a strong understanding of how to protect children from harm and how to ensure the environment is as safe and welcoming as possible. The management team works cohesively together. Managers are keen and ambitious to ensure the staff provide consistently good-quality education and care for every child. Robust systems are in place with relevant training to help staff evaluate and improve their own practice, which has a positive impact on children's learning. For example, staff are currently undertaking a course about how to support children's talking skills further. There is a strong, collaborative partnership with parents, who comment very positively about their children's experiences at the pre-school.

### Quality of teaching, learning and assessment is good

The staff create a busy and purposeful atmosphere within the pre-school by providing exciting play spaces to fully engage all children in their learning. They offer good teaching support as children play. Staff get down to children's eye level and they interact with skill and knowledge of young children. For example, they ask varied questions at group time about the weather, numbers and keeping safe around fireworks during Bonfire Night. Staff know the children well and, overall, they successfully assess their development and progress and plan their next steps in learning. Detailed support is in place for children with specific needs, such as use of pictures and a 'now and then' board. This successfully helps them to follow the routine and understand expectations.

### Personal development, behaviour and welfare are good

Children are happy and behave extremely well. Staff are positive role models and give children clear and consistent expectations. Children learn right from wrong and receive plenty of praise for their efforts and achievements. They demonstrate extremely safe behaviour on outings, such as what to do when a car passes them on a narrow street. They have good levels of self-esteem and confidence. Staff pay strong attention to promoting children's physical development. Children gain plenty of fresh air and exercise. They walk in the local community and enjoy using different small equipment on the playing field. Children have healthy, nutritious snacks and enjoy the social interaction when they eat lunch and snack with their friends.

### Outcomes for children are good

Children are confident and capable learners who make their own decisions about what they play with and do. They create individual pieces of artwork, such as an autumn tree, with different media and materials. Children count, recognise numerals and are starting to compare amounts, such as when they say if there are more boys or girls during group time. Children cut out and name shapes when they make a witch picture for Halloween. They complete puzzles with ease and pedal tricycles with skill around the room. Children who have special educational needs benefit from good ongoing support to make progress and develop skills they will need at school, such as sitting and listening for short periods.

## Setting details

<b>Unique reference number</b>	109853
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1096809
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Ropley Playgroup and Pre-School Committee
<b>Registered person unique reference number</b>	RP517971
<b>Date of previous inspection</b>	27 March 2017
<b>Telephone number</b>	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 during term time from 9am to midday, and offers an optional lunch club until 1pm. The pre-school employs four staff, all of whom hold appropriate early years qualifications at levels 5, 3 and 2.

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