

# Ravenside Pre-School Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	319274
<b>Inspection date</b>	05/07/2010
<b>Inspector</b>	Julie Larner
<b>Setting address</b>	St James & St Basils Church Hall, Ravenside Road, Fenham, Newcastle Upon Tyne, NE4 9UB
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Ravenside Pre-School has been providing sessional care for the past 34 years. It is based within St James and St Basils church hall, which is located in Fenham, a residential area of Newcastle upon Tyne. The group has sole use of the premises during its opening hours. The children have access to a large hall, toilet facilities and a cloakroom. There is also an enclosed grassed area for outdoor play.

The group is open from Monday to Friday from 9.30am to 12pm during term-time only. The pre-school can care for a maximum of 30 children aged from two and a half years to five years at any one time. There are currently 32 children on roll. The group supports children who speak English as an additional language and children with special education needs and/or disabilities.

The group is overseen by a committee. There are currently four members of staff, including the manager, who work with the children. All of the staff hold relevant qualifications for their roles. The setting receives support from an early years adviser from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in a highly inclusive setting where they are valued and respected for their own unique abilities. A well planned and effectively organised environment contributes to children's health, development and well-being very successfully. The environment is mainly safe. The setting has a good capacity to continually improve. This is due to the manager and staff team working very successfully together to promote and improve the outcomes for children. Self-evaluation is mainly effective. Successful partnerships with parents have been securely developed, however, links with others providing the Early Years Foundation Stage have not yet been fully established.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure risk assessments are fully effective and take quick action to rectify any issues that arise
- develop effective working partnerships by sharing relevant information with others that provide education and care for children, to ensure consistency and coherence
- use the Ofsted self-evaluation form and quality-improvement processes as the basis of ongoing internal review.

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

Children are cared for in a secure and mainly safe environment. Daily checks on the areas children use ensures these are mainly successful and most hazards are quickly rectified. However, plug sockets are not all covered. A broken window in the hall has not been made fully safe, although the staff team have taken as much action as they can to ensure this risk is minimised. All the staff team complete regular safeguarding training. This results in them having a strong knowledge of what to do if they have a concern and being consistently up-to-date with new procedures and current guidance. Resources are very well maintained and provide a broad, balanced and exciting range of activities that children relish. The staff team organise their time and space very well, to ensure they can successfully help children learn and thrive in their environment. Children are cared for by a knowledgeable staff team who work highly effectively together, and all have a detailed understanding of their roles and responsibilities. The staff team regularly complete further training in many areas relating to welfare and development, which in turn benefits the children they care for. A high emphasis is placed on promoting equality and diversity to ensure children are respected and successfully included in the setting.

Very strong partnerships with parents have been developed, as they are highly valued as an educator in their child's learning. The setting focuses on involving parents in their child's learning successfully. For example, staff asked the parents to collect buttons to bring into the group. This led to lots of learning in numeracy, sorting and looking at colours. Readily accessible development files means parents can gain an accurate understanding of their child's development. The setting regularly liaises with parents during the year to gain more information on children's likes and interests, to plan a learning environment that embraces these. Strong links are further promoted by children taking home a soft toy and writing about their adventures, which are then discussed by all of the children at snack time. This also promotes equality and diversity very well, as some parents write in their home language, giving the children opportunities to look at written languages from different countries. Partnerships with others have not yet been established. This results in valuable information not being successfully shared with others who provide the Early Years Foundation Stage, to continue the children's learning journey.

The setting is beginning to develop self-evaluation, although, this is still in its infancy at present. They are aware of their strengths and areas to improve; these self-evaluations are accurate, and focus on bringing about the most improvements for children. The staff team have looked at the recommendations from the previous inspection and have made good progress in implementing these, to ensure the outcomes for children have improved.

## **The quality and standards of the early years provision and outcomes for children**

Children are very settled and happy in the setting. They separate easily from their parents and carers as they rush into the hall in the morning. Staff provide a warm welcome for each child and, due to this, children have developed a strong sense of belonging and feel secure. Children move freely around the well-planned, secure environment and eagerly make choices about what they want to do. Choices are actively encouraged. For example, at self-registration when children come into the group they choose which other children they want to sit beside at snack time.

The staff team have developed a good understanding of the Early Years Foundation Stage, which results in them being able to implement this well. They show a strong commitment to ensuring all children achieve their full potential, as they challenge and stretch children's development and learning in all of the activities on offer. The staff know the children extremely well. A strong key worker system makes certain that staff have a good understanding of children's development and are able to meet their individual care needs very successfully. Children have lots of opportunities to play outdoors in the fresh air every day. In the warmer months, all of the equipment and toys are taken outside to provide the whole of the session outdoors. Outdoor play is carefully planned to ensure children can develop their physical skills. Children enjoy using balls and hoops with increasing accuracy, rolling, throwing and catching them. The staff team provide challenges for the children as they encourage them to throw the balls through the hoops. Children make good progress in all areas of their learning and development. Planning for the session is secure, to ensure that a wide range of adult-led and child-initiated activities encourage children to explore their creativity, imagination and mark-making skills. Very interesting resources, that capture the children's interests, are well used in the role-play area. Children have fun using sunglasses, towels, clothes and buckets as the area is transformed into a beach, with the sand tray containing shells and spades. Children have several opportunities to explore numbers and counting. They use this in their everyday play, and the staff actively encourage children to count as part of their routines, for example, as they go to sit down at the table for snack.

Children benefit from a good and varied range of healthy and nutritious foods. Snack time is a social occasion where children and staff enjoy conversations and discussions. Children make choices competently about what they would like to drink, and pour these out themselves. This further promotes children's independence and the development of their fine motor skills. Children have many opportunities to gain an understanding of a healthy lifestyle. They talk about foods that are good and bad for them during cooking activities, and how they use their muscles for swimming. Consistent routines encourage good hygiene. Children take care of their own personal hygiene as they wash their hands at appropriate times, and staff provide a good role model for them by washing down tables and equipment. Children learn how to behave safely in their environment. The staff talk to them about how to keep themselves safe in the setting. Practising regular fire drills ensures that children gain a good understanding of what to do in an emergency situation.

Children behave extremely well. Behaviour issues are rare, as staff promote a highly positive environment where children are consistently rewarded and praised successfully for their achievements. This works very well. A wealth of posters and writing in languages different to their own contributes to children beginning to develop an understanding of diversity. The staff team have successfully developed a strong commitment to equal opportunities. This is evident in the confidence children have to access all of the toys and equipment, and to treat each other with respect.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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