

# Ravenfield Pre-School Playgroup

Inspection report for early years provision

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**Unique reference number** EY299452  
**Inspection date** 01/07/2010  
**Inspector** Tara Street

**Setting address** Ravenfield Junior and Infant School, Moor Lane North,  
Ravenfield, Rotherham, South Yorkshire, S65 4LZ  
**Telephone number** 01709 703990  
**Email**  
**Type of setting** 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Ravenfield Pre-School Playgroup is run by a voluntary management committee. It opened in 1969 and operates from one half of a purpose built unit within Ravenfield Junior and Infant School in Rotherham. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 26 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 8.45am to 11.45am and from 12.15pm to 3.15pm term time only.

There are currently 73 children on roll who are within the Early Years Foundation Stage, of whom, 57 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register.

There are eight members of staff, including the manager, who work directly with the children. Of these, all hold an appropriate level 3 qualification in early years and of these two are currently working towards a early years foundation degree. The setting has achieved Quality in Action quality assurance status. The setting is a member of the Pre-School Learning Alliance and receives support 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 safe, welcoming and child-friendly environment where they are encouraged to play an active role in their learning and development and where their individual needs are being successfully met. They enjoy a rich programme of activities both indoors and outdoors, supported by competent, knowledgeable and caring staff. The pre-school team are highly ambitious and work hard to continuously improve in order to further enhance the play and learning opportunities for children. This is supported by excellent partnerships, both with parents and carers and in the wider context.

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

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

- ensure records of staff include the date of on which Criminal Records Bureau disclosures were obtained
- ensure accident records consistently contain all of the necessary information in regards to treatment given and which staff member dealt with the incident
- ensure planning clearly identifies how activities will promote individual

children's progress towards the early learning goals.

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

Effective strategies and procedures are in place to help safeguard children; these include a very good range of policies and procedures, risk assessments and close supervision of the children at all times. However, although all staff and committee members are vetted for their suitability the record of these checks do not consistently include the date on which Criminal Records Bureau disclosures were obtained. Good procedures are in place for the recording of accident, incidents and existing injuries children arrive with. However, accident records do not consistently contain information on the treatment given to children or which staff member dealt with the incident. Staff work very well together, ensuring the day runs smoothly. They have a secure understanding of their role and responsibilities, meaning that children are well cared for and enjoy a safe play environment.

The staff have an ambitious vision for the future and work extremely hard to develop their practice and improve the learning environment for children. They are keen to increase their professional qualifications as well as undertake short courses to increase their knowledge and understanding of current practices, this is a key strength of the setting. Staff have completed self-evaluation to a good standard in order to evaluate their practice and identify priorities for improvement. Effective staff deployment provides very good support for children's welfare and development. The children are central to how the setting operates. Staff carefully listen to all children, they fully respect their views, ideas and interests and incorporate these into all aspects of the service. Staff help children develop a very good attitude towards people's differences by providing a wide range of resources that reflect diversity and by setting a good example of how to respect everyone.

The setting has developed excellent partnerships, with parents and carers, other childcare providers and external agencies that support children with special educational needs and/or disabilities and those who speak English as an additional language. Parents are encouraged to take a fully active part in setting's life, including participating in 'Stay and Play' sessions or the story sack and library scheme. The views of parents and carers and their children are regularly sought and in turn they are kept up-to-date with current events through notices and newsletters. The staff work collaboratively with the family, childminders, local schools and support services, to help children reach their full potential and ease important transitions in their young lives.

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

Adults support learning very well, enhancing children's ability skilfully. The doors to the outdoor play area are open for long periods during the day which gives the children confidence to explore and learn in secure and safe, yet challenging spaces through a free-flow system. The extent to which there is planned, purposeful play

and exploration, in and out of doors, with a balance of adult-led and child-initiated activities, is beneficial to the children. The key persons have very good knowledge of the stepping stones to the early learning goals and the children receive an enjoyable experience across all areas of learning. Detailed ongoing observations and assessments are undertaken and provide a clear insight into the children's progress and achievements. However, weekly planning does not always identify how activities will promote every child's progress towards the early learning goals.

Children develop an excellent awareness of self and their needs through the professionalism of the staff. They make friends and respect each other, taking into account their diverse needs and backgrounds. The children are very aware of how to behave. For example, children show aspects of caring as they take toys to other children. They make decisions about where they want to play and move resources between in and outdoors. Staff ask open-ended questions and children learn to communicate effectively. Children enjoy stories and listen avidly when they are read by staff, joining in with discussions about the characters. They are confident and eager to share their knowledge with all adults present, or ask questions to extend it. They use sounds within their play and sing happily in group sessions. They enjoy mark-making and have access to an extensive variety of crayons, chinks and paint, or water to use with paint bushes outside on the floor and chalk boards. Children's information and communication technology skills are well promoted as they experience regular opportunities to access a wide range of resources, such as a computer, digital camera, CD player and calculators.

The environment is rich in resources which enhance children's knowledge and development of number and problem solving. For example, they are able to freely access shape sorting, threading and counting games. They also enjoy number songs and rhymes which enable them to learn, experiment and practise their skills with growing confidence. Children use tools with skill and are aware of hazards as they build with bricks or play with sand. They develop an awareness of the natural world as they help to plant and care for beetroot, beans, potatoes, tomatoes and strawberries in the garden or when exploring the properties of different materials such as shells. Celebrations and festivals are carefully planned to enhance children's awareness of the wider world and a wide range of resources promotes positive images of themselves and diversity within society. Children are encouraged to be active and healthy, developing competent skills of control and manipulation with the wide range of freely accessible resources outdoors.

## 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	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met