



## Ravenfield Pre-School Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	EY299452
<b>Inspection date</b>	16 January 2006
<b>Inspector</b>	Lynn Rodgers
<b>Setting Address</b>	Ravenfield Junior and Infant School, Moor Lane North, Ravenfield, Rotherham, South Yorkshire, S65 4LZ
<b>Telephone number</b>	01709 542678
<b>E-mail</b>	
<b>Registered person</b>	Ravenfield Pre School Playgroup and Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The pre-school opened in 1969. The pre-school operates from one half of a purpose built unit in the local primary school and serves the local community. A maximum of 26 children may attend the group at any one time. The pre-school is open each weekday, term time from 09:00 to 11:30 and 12:00 to 15:00 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 69 children aged from 2 and a half to under 5 years on roll. Of

these, 43 children receive funding for nursery education. Children come from the local catchment area, as most of their parents live in the vicinity. The pre-school currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The pre-school employs seven staff, who work both full or part time. All the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a higher qualification

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children thrive because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. Good adult support and guidance helps children gain a positive understanding of hygiene and a real desire to become increasingly independent in their personal care.

Children explore, test and develop physical control in stimulating indoor and outdoor experiences. Staff have some knowledge of Birth to three matters to support a strong and healthy child. Their excellent understanding of each child's stage of development means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. For example, two-year olds are thrilled as they successfully manage to ride the bicycles and to play with the older children. Older children develop a positive attitude to physical exercise through both fine and gross motor skills. They delight in the challenges of a versatile range of activities, such as, climbing, running, jumping and manoeuvring cars and bicycles, which they tackle enthusiastically.

Children help themselves to drinking water and enjoy fresh fruit and vegetables for snacks. Adults take into account the individual and cultural needs of all children. Older children are able to talk about what they like or dislike and what foods are good for them. Good adult support ensures children's individual needs are well met.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a secure welcoming environment by adults who fully understand their role in keeping children safe. Risks of accidental injury to children are minimised because staff are extremely vigilant and use thorough risk assessments to reduce potential hazards. The setting is very well designed and has good safety and security precautions, such as, key pads on all doors and a visitors' signing in and out book. Practitioners help keep children safe within the setting and on outings because they understand and comply with health and safety requirements and by maintaining adult-child ratios.

Staff have a very good understanding of how to achieve a balance between freedom

and setting safe limits and how to involve children effectively in organising their environment. This allows children to learn some sense of danger and knowledge about how to protect themselves from harm and they are given constant reassurance and guidance by staff.

Children use a variety of good quality toys and play materials appropriate to their age and stage of development. They can reach toys and resources easily, as they are organised in low level storage and child height furniture. Younger children enjoy many shared experiences because there is sufficient furniture to enable them to sit together comfortably, such as, at snack and lunch times.

Children's well-being is safeguarded due to staff having secure knowledge of child protection procedures. Most staff have attended child protection training and the child protection liaison officer ensures all staff fully understand their roles and responsibilities. There is always someone on hand to administer first aid if necessary, as most members of staff hold current first aid certificates.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff plan activities according to the children's ages and stages of development and organise resources effectively to promote independence and social skills. Children respond well to the adults' calm, quiet approach and their clear explanations and support.

A good balance of adult-led, child-initiated activities maintains children's interest throughout the session. For example, three and four-year-olds look at the calendar, decide what day it is and what the weather is like outside. All children use marks readily to represent their ideas and older children are beginning to form familiar letters. The two-year-olds are confident in the setting and in their relationships with each other and staff. They play happily, learning to take turns and respond to others as they use puzzles, games and books.

Younger children enjoy lots of cuddles and physical contact which enables them to feel secure and play contentedly. The quality of younger children's learning experiences is being fostered as staff plan appropriate activities, based on the Birth to three matters framework. Staff recognise young children's competence and appreciate their efforts when they show their understanding of new experiences and words.

Nursery education.

The quality of teaching is good. Staff have a clear understanding of the Foundation Stage and effectively use their time and resources to support children's learning. Children take part in high quality activities throughout the session. They become confident communicators as they share ideas in their play; for instance, using small world toys to make up imaginative stories and improve their communication skills in singing and musical activities. Gross motor skills are developed through excellent outdoor activities where children have the opportunity to climb, run, hop, skip and

manoeuvre cars and bikes. The progression of fine motor skills is encouraged through bead threading, small construction, using scissors and mark making activities. Interaction with the reception class helps the four-year-old children to feel settled and secure making for a smooth transition into school.

Children are beginning to understand about the weather, days of the week and months of the year. They use appropriate language and choose simple sentences and words to illustrate their work and communicate with each other, as they complete the calendar. Mathematical activities are widely used to encourage children's number skills. However, there are missed opportunities to further develop children's understanding of calculation. Children enjoy their time at the nursery and achieve well because staff are highly skilled and use their understanding of early years guidance, such as, the Curriculum guidance for the foundation stage. The stepping stones guidance is used effectively to plan and provide a broad and balanced range of activities and experiences. This ensures good progression and improves the high quality care and education provided. Planning of activities focuses on the children's assessment records, to provide appropriate challenge and promote progression in all six areas of learning.

### **Helping children make a positive contribution**

The provision is good.

Children show a strong sense of belonging and feel at ease in the setting as they are warmly welcomed by friendly, familiar staff. Children feel good about themselves because staff know them well and show they are interested in what they do and say by talking and listening to them. They value children's attempts and achievements with appropriate use of praise and encouragement. For example, staff clap and smile as children achieve their goals. Children with special needs are well supported because staff work co-operatively with parents and other agencies to plan for their individual needs.

Children behave well as they know what is expected of them. Staff provide clear explanations and support children in managing their behaviour by planning activities where they learn to co-operate and take turns. For example, children wait patiently for a turn on the computer and negotiate roles in the home corner. Children learn effectively about their own community and are introduced to the wider world in daily activities, planned topics and visits around the local area. Other festivals are celebrated and the provision has support from bi-lingual staff member. This means children and parents, who speak English as a second language, are involved and included in the setting. This approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is very good. Staff keep parents well informed about what their children are doing and learning through good quality information and daily communication, such as, regular newsletters, photographs, daily report sheets and informal discussions. However, they are not fully informed of the procedure to follow should they wish to make a complaint. Parents regularly see and comment on their child's assessments and meet with staff to discuss their progress and

achievements. This encourages parents to become involved in their child's learning in meaningful ways, such as, helping in the nursery to establish a sense of belonging and helping their child to settle into the daily routines. The setting provides parent workshops for parents with special skills to encourage them to pass these skills onto the children. The setting receives good support from health visitors, the head of school and reception class staff.

## **Organisation**

The organisation is good.

The deployment of staff increases children's feelings of security and well being because it ensures children are cared for by a key person who builds trusting relationships with the children and their families. There are always sufficient staff who know the children well and who can reassure and care for them. The grouping of children, according to their age and stage of development, enables staff to provide age-appropriate activities and experiences that children enjoy.

A comprehensive collection of policies and procedures, which contributes to children's health and safety, is in place and is regularly reviewed. Children benefit from staff who fully understand their roles and responsibilities through good induction training and regular appraisal. Policy documents are shared with parents, to keep them well informed about the childcare. Overall the provision meets the needs of the children who attend.

Leadership and management of the educational provision is good. Clear aims and assessments for children's care and education are shared with staff and parents and work well in practice. Staff continue to access relevant training to enhance their professional development and work co-operatively with other professionals, such as, the local school head and reception teacher to improve the outcomes for children. Planning of activities is a team effort with lots of good input from the reception teacher to ensure the pre-school children are familiar with the staff, which ensures a smooth transition into the school environment. There is a strong focus on the personal development and achievement of all children through clear goals and guidance. Staff ensure children are motivated to learn by providing suitable experiences and activities. The manager evaluates and monitors the curriculum to identify any areas for improvement to provide quality care and education for all children.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they

can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure parents have details of the procedure for making a complaint.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities to further develop older more able children's awareness of calculation

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)