

# Reigate Park Church Play Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	122644
<b>Inspection date</b>	04 October 2007
<b>Inspector</b>	Cheryl Walker
<b>Setting Address</b>	Church House, Park Lane East, Reigate, Surrey, RH2 8BD
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<b>Registered person</b>	Reigate Park Church Play Group
<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?

Reigate Park Church Playgroup is a community playgroup serving the local area and has been registered since 1994. It is a registered charity, managed by a committee of parents and church members and is a member of the Pre-School Learning Alliance. The playgroup operates from several large rooms within the modern premises of Reigate Park Church, on the edge of the town. The facilities are all on one level and toilet and hand washing facilities are adjacent to the group rooms. An enclosed, paved play area with a wooden play house can be accessed directly from the group rooms.

The playgroup runs five mornings a week, plus Tuesday afternoon 12.30-15.00 January to July during school term time. Sessions last from 09:30 to 12 noon. The group also operates a separate group for younger children, aged two to three years, known as Play Club. This currently operates on Wednesday and Thursday afternoons.

The playgroup is registered to care for 24 children aged between two and five years. There are currently 35 children aged from two to under five years on roll. Of these, 24 children receive

funding for early education. The group supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The group employs eight members of staff, mostly on a part-time basis. Of these, five hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is well promoted at the setting. The environment is kept clean and hygienic because staff share responsibility to keep toys and equipment clean, reducing risks of cross contamination. Children learn about good hygiene practices through good daily routines and topic work. They independently access the toilets and remember to wash and dry their hand afterwards. Staff show them how to wash their hands properly through role play activities and role modelling. They know to put their dirty tissues in the bin and do so without being asked.

Children's minor accidents are appropriately managed because a sufficient number of staff have up to date first aid training and first aid equipment is kept on site. Permission for emergency treatment has been obtained, ensuring that parental wishes are known in the event of an emergency. Well maintained accident records are in place, showing that parents are consistently informed of any accidents that may occur. Clear sickness procedures ensure that children who are infectious do not attend and protect children from cross infections.

Children are encouraged to think about foods that are healthy for them through discussion, food tasting and interesting activities. Staff talk to them during play with the food for harvest festival and at snack time. Children are able to respond with sound ideas about healthier options. Children enjoy snacks of fruit and have the option of milk or water to drink.

Children are very active, which contributes to a healthy lifestyle. They are beginning to understand the changes in their bodies that take place after physical play, for example, they recognise that their hearts beat faster after they have been running around. Regular outdoor activities enable children to enjoy fresh air and exercise and have opportunities to practise their large motor skills. They competently ride bikes and scooters, kick a football and balance on stepping equipment. Their fine motor skills are encouraged through writing and drawing activities, puzzles and small construction toys.

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

The provision is good.

Children are cared for in a welcoming, suitably maintained environment. Their work is displayed on the walls, helping the children to gain a sense of belonging and showing them that the staff value their achievements. Children have access to a good variety of toys and play materials that are kept clean and in good condition, which ensures they can play safely.

Security in the building is very good and effective systems are in place for the safe arrival and departure of children. Their risk of accidental injury is minimised as staff have clear boundaries and rules in place to ensure their safety. Children learn to keep themselves safe when staff remind them to use their 'walking feet' when inside the building and when they participate in

fire drills to evacuate the building. Daily visual checks take place to ensure the environment is safe for children to play, though comprehensive, written risk assessments are not yet in place.

Children's welfare is safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary.

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

The provision is good.

Children feel welcome in the setting as they are warmly greeted into a calm and nurturing environment, by the friendly and professional staff team. They are well supported during the transition from parents or carer to the preschool setting. Children gain confidence quickly at the preschool and become familiar with the daily routines, such as finding their name when they come in. They greet their friends and staff warmly and are quick to settle to an activity. All staff interact with enthusiasm in all aspects of children's play and children in turn, respond well.

#### **Nursery education**

The quality of teaching and learning is good. Staff have a good understanding of the expectations for children's learning in the Foundation Stage, and are clear about what they want children to learn from the activities provided. Focus activities are well planned and clearly show expected learning outcomes and the adult role within activities. Children's progress is appropriately recorded through regular observation. Children's profiles are kept up to date and information from these is transferred onto an 'at a glance' record form, enabling staff to easily identify children's next steps in their learning and plan for these accordingly.

Staff plan a range of exciting activities for children, but these are flexibly implemented, taking into account children's interests and enthusiasm. They provide children with a wealth of real items with which to play, enabling them to play purposefully and understand about the real object. For example, children can 'buy' real vegetables from the role play shop, enabling them to experience the textures and smells of the items. Staff model a range of positive behaviours to encourage children's learning. For example, they model being a learner as they work with children during the shopping activity, when they involve themselves in children's play and motivate them to concentrate and persevere. Children learn about being respectful to others through the staff's interaction with each other and with parents, showing courtesy and respect at all times. The routine allows time for sustained concentration, although the current snack arrangements mean that children have to stop what they are doing at a set time during the session, which potentially interrupts their learning.

Children are confident and independent learners. They have built good trusting relationships with the staff, demonstrating emotional well being and security with in the setting. They learn to negotiate with their peers and solve problems. For example, when wheels from the bikes get stuck together, the children work out that they need to reverse the bikes to sort out the problem and suggest to each other that 'you go back and I'll go this way', in order to achieve a result.

Children use mathematical language and problem solve during their play. One child riding the bike pulling the wagon comments to his passenger that 'you're too heavy to go faster, I can't make it go'. He has worked out the reason for the difficulty in picking up speed and knows the correct language to use to explain this.

Children show care and concern for others when they lead less confident peers by the hand to the story mat. They are confident to approach visitors to the group and ask why they are here and what they are doing. They are well mannered and polite. Children are keen to talk about objects and photographs they have brought from home and become confident speakers when they are encouraged to tell their friends about the items. For example, one child brings a bird's nest that he found and another brings a photograph of a hedgehog he saw in his garden. After the register is taken the children have the opportunity to discuss their findings with the group.

During story times, most children sustain attentive listening and can respond with relevant questions or comments. They use language which is rich in description during their play. Children are able to recognise letter sounds and shapes and are encouraged to recognise their names when they find their name card as they enter the setting. During circle time some can also recognise the names of their peers.

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

The provision is good.

All children are welcomed into the setting and valued as individuals. Staff are sensitive and responsive to children's backgrounds and needs because clear discussion takes place with parents before the placement begins. Children's individual needs are well recorded. Staff seek appropriate support and guidance from parents and external agencies where required, in order to ensure all children are effectively included. Children begin to learn to value diversity when they talk about their lives and experiences, play with toys that reflect the wider community, and celebrate different cultural festivals. They enjoy taking part in the harvest festival. Children's spiritual, moral, social and cultural development is fostered.

Children behave well because there are clear and consistent boundaries in place to enable them to feel secure. Staff manage children's behaviour in a positive way. They are calm and reassuring, taking time to explain to children the reasons why certain behaviour is not acceptable, in a way that will understand. The consistent approach staff take helps children begin to learn to manage their own behaviour and play harmoniously together.

The partnership with parents is good. Parents are well informed about setting and the Foundation Stage curriculum. Staff are friendly and approachable and ensure they exchange information on a day to day basis so that children experience consistent care. Parents have opportunities to discuss their child's progress and see their records and there are regular opportunities for them to become involved, by helping out during sessions.

### **Organisation**

The organisation is good.

Effective recruitment procedures ensure that children are cared for by an appropriately qualified and suitably vetted staff team. The team are well established and work skilfully together, with clear roles and responsibilities. Good adult to child ratios mean that children are well supported. The preschool is well organised to ensure children take part in a balance of activities and experiences and are busy and stimulated throughout the session. Resources are arranged to encourage independence. Staff are familiar with the setting's policies and procedures, which helps make sure that they work effectively in practice. Most required documentation is in place and is currently under review to update.

Leadership and management of the nursery education provision is good. Staff know the children well and regularly meet together to ensure they are aware of changes or expectations. There is a clear commitment to development and improvement, and support and advice is used effectively to improve and update the service provided. Good systems for review and evaluation are in place, including regular parental questionnaires, which serve to assess user satisfaction. Information from the questionnaires is then used to inform changes to the setting's routine and practice.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the setting were asked to develop a lost child policy and to improve the range of resources that reflect disability. A clear lost child policy is now in place, ensuring that staff are aware of what to do should this occur. Resources that reflect disability have been purchased allowing children to gain an insight into difference.

At the last inspection for nursery education the setting were asked to extend the planning for outdoor play and to enable children to access to greater variety of resources independently. The outdoor area is utilised well and allows children choice as to where they prefer to play. There are both physically challenging and quieter activities outdoors. The setting have introduced a craft area, where children are able to independently access the materials they need to create and express themselves.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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**

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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):

- formalise the written risk assessment system

#### **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):

- introduce a system for snack time, which allows children to increase their independence and gives children choice as to when they can access a snack, so as not to interrupt their play and learning

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