

Reigate Park Church Play Group

Inspection report for early years provision

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Inspector	Ann Moss
Setting address	Reigate Park United Reformed Church, Park Lane East, Reigate, Surrey, RH2 8BD
Telephone number	01737 241530
Email	
Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Reigate Park Church Playgroup registered in 1994. It is a community playgroup serving the local area. It is a registered charity, managed by a committee of parents and church members. The playgroup operates from several large rooms within the modern premises of Reigate Park Church, on the edge of the town. All children have access to an enclosed, paved play area.

The playgroup runs five mornings a week from 9:30am to 12 noon plus Tuesday afternoon 12.30pm to 3pm January to July during school term time. 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 on the Early Years Register to care for a maximum of 24 children aged between two and five years. There are currently 40 children on roll. Of these, 34 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 seven members of staff. Of these, six hold appropriate early years qualifications. One member of staff holds qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are highly motivated individuals who relish learning about each other and flourish in the setting. A well planned and effectively organised environment contributes to children's health, safety, development and well-being very successfully. Planned activities ensure a balanced range across all areas of learning but children's progress less monitored. A positive approach to inclusion and good quality support for all children results in them feeling a strong sense of belonging. Children are successfully cared for by an established staff team that focus on achieving the best possible outcomes for children. The system of self evaluation is mostly effective.

What steps need to be taken to improve provision further?

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

- next steps
- formalise a system for the self evaluation and monitoring of the service so that areas for improvement can be clearly prioritised to further improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare and safety is successfully promoted. Robust systems are in place for recruitment and vetting of new staff, with an established induction procedures on ongoing appraisals and supervision to ensure their continued good practice. Consistent daily checks on the areas used along with comprehensive written risk assessments contribute towards safeguarding the children. Regularly updating training in child protection issues ensures that the staff team show a good understanding of what to do if they have concerns and that they follow up-to-date procedures.

Children benefit from a well-organised environment that captures their interests and allows them ample opportunities to follow their own interests. Toys and resources are ample, and used well to support learning. Children are all successfully included in the setting. They are developing a growing awareness of diversity with pictures and words from different languages displayed around the setting. They celebrate festivals, try foods and talk about the places they have visited.

Relationships with parents are satisfactory. Parents are warmly welcomed into the setting by staff and they work successfully alongside them to settle the children according to their individual needs. Parents are kept informed of their children's welfare and development, with staff providing verbal feedback each day and the key worker ensuring they are notified of any achievements or concerns. However, as children's next steps are not clearly recorded parents are not fully aware of their child progress towards the early learning goals. Effective links have been successfully established with other providers delivering the Early Years Foundation Stage such as childminders. This means children benefit from a continuity and coherence.

Self evaluation is currently in its infancy as the staff team begin to consider improvements that they wish to make in the setting, which in turn will benefit the outcomes for children. They have a dedicated and committed approach to furthering their knowledge through attending short courses and are then successful in bringing these ideas back into the setting to enhance the children's learning and development. Staff seeks support from the local authority early years, as needed.

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

Children thrive in a well-organised environment where they keenly explore the indoor and outdoor areas enthusiastically. An interesting and varied range of suitable activities mean that children use most of the areas in the setting with vigour and enthusiasm. Sessions comprise of a good balance of adult initiated and

of child-led activities, which results in children being confident at decision making and planning what they would like to do in the setting. Children are highly independent due to the emphasis that is placed on listening to the children's interests and responding to their individual needs. Children are praised for their efforts in managing their own personal care tasks, such as pulling up their own pants, pouring drinks and blowing their own nose. Children enjoy good relationships with the staff that care for them and collaborate positively with their friends in different ways, for example, building constructions, engaging in role play and musical games. This helps children to learn about the needs of others, share and take turns. Children are highly confident communicators. They keenly ask questions and talk about their likes and families with ease. They explore and investigate the properties of cause and effect through a range of interesting science based experiments that engage children's curiosity. Children relish exploring outdoors. Daily routines that include time for children to be outside means they benefit from physical exercise and fresh air. A wide range of well-planned, suitable equipment is freely available outside such as construction, and they use implements and tools in the sand and water. Children explore the natural environment as they dig in the soil. They talk about worms that they find and how they live in the soil and observe change over time as they plant and care for plants. Children immensely enjoy the equipment that is readily available for them as they persist in their chosen activities for long periods of time. Overall, children are developing good skills for future learning.

Successful strategies are used to ensure that children understand how to behave well in the setting. Children remind each other of rules that they must follow to keep themselves safe such as not running or throwing the sand. Firm but fair boundaries contribute successfully to children's understanding of right from wrong. Children are highly motivated to take care of their environment. They all eagerly tidy away equipment and carry boxes of toys back to their correct shelves with vigour and enthusiasm. Children learn how to remain and feel safe in the setting through consistent procedures and gentle reminders from staff. For example, children learn to carry equipment safely within their own space. Vigilant staff ensures that children are not at risk in the setting. They deploy themselves effectively to make sure they can watch how children play together and talk to them about how to use the equipment and toys safely. Children develop knowledge of healthy eating through discussion and activities such as, cooking. Parents provided healthy snacks. Drinking water is freely accessible through session so children do not become thirsty.

Children make good progress in their learning and development. However, a lack of planning for children's next steps means it is unclear if adult-led activities sufficiently challenge children across all the areas of learning. The staff team know the children exceptionally well. They understand the importance of helping children to move on to the next steps in their development and consistently encourage them and by providing good support. The children spoken with during the session say they like the staff, enjoy the toys and activities, particularly being able to play outside with the sand and water and they are very happy in the setting.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	3

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

Outcomes for children in the Early Years Foundation Stage	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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