

Ragamuffins Playgroup

Bere Regis School, Rye Hill, Bere Regis, WAREHAM, Dorset, BH20 7LP

Inspection date	08/12/2014
Previous inspection date	10/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children settle exceptionally well and feel confident and happy due to the high levels of support, encouragement and praise they receive from the enthusiastic staff.
- Staff develop excellent links to keep parents fully involved and included in all aspects of children's learning and development.
- Staff's skilful interactions motivate children to try things out, experiment and explore.
- Assessment of children's learning is precise. This enables staff to plan an exceptionally wide range of fun activities that target children's individual learning needs well.
- Staff follow comprehensive policies and procedures to help ensure children are safe.
- Play areas, both indoors and out, are extremely well organised to enable children to make choices, play in a way that suits them and become fully engaged in play.
- Staff work extremely well as a team. Strong leadership and a commitment to ongoing training means that the quality of teaching is constantly improving.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the registered person and managers.
- The inspector looked at children's assessment records and planning documents, and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection, and engaged in discussions with staff.

Inspector

Samantha Powis

Full report

Information about the setting

Ragamuffins Playgroup opened in 1993 and operates from a mobile unit within the grounds of the First School in the village of Bere Regis, Dorset. Close links have been established with the school. Children have use of the school playground, field and main hall for physical play and they have their own small garden. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 41 children on roll, 26 of these are in the early years age range. The playgroup offers pre-school sessions from 9am to 3.30pm on each weekday during term time, closing at 12pm on a Friday. They also provide a breakfast club for children up to the age of eight years. The setting receives government funding for early education for two, three and four-year-olds. The manager holds Early Years Professional status and is supported by a team of three staff, all of whom hold level 3 qualifications in childcare.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase the use of books and written reference material to further enhance children's awareness and understanding of the world around them.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a broad range of exciting and stimulating play opportunities and children are keen to learn. Staff are highly skilled and exceptionally enthusiastic in their interactions with the children. They engage sensitively in play with children, teaching them skills and introducing language to enable them to extend their learning. For example, children explored the properties of ice during an adult led activity. They used language to describe how the ice felt and learnt new words, such as 'melt' and 'freeze' to explain what they saw. Children were given time to think about their own ideas, making links in their learning. Children feel valued as others listened to their suggestions and engaged in experiments to test out their ideas. The play areas, both indoors and out, are exceptionally well organised enabling children to make choices and extend their own play. Staff set up exciting play opportunities so that children are eager to participate, for example, to reflect children's interest in dinosaurs. Staff provided a large tray with materials such as gravel, sand, coir matting and rocks to stimulate children's imaginations and use of language. This activity was exceptionally well supported by staff who extended children's learning through their discussions and questions. A wide range of books are available throughout the playgroup. However, staff do not make books or other written reference materials easily available to children during planned activities to enhance their understanding of the world around them further.

The children are keen to take part in role play. Staff make sure that the home corner is very well resourced, providing opportunities for children to sort, count, develop physical skills and use their imaginations to act out their experiences. Staff organise play space well, for example, so that children can design and build their own models using a wide range of construction equipment. During the inspection children made a boat and placed animals inside. They explained confidently to staff about the techniques they used to make their boat and to name the animals. Staff were quick to notice this interest and shared a story about Noah's Ark with the children. By linking activities to children's interests, staff ensure children are keen to take part and are fully engaged.

Children are encouraged to learn about letters and sounds as they experiment with early writing. They make Christmas wish lists and have access to tools and resources to practise early writing skills in the indoor and outdoor play areas. For example, the play house in the garden is set up as a workshop with notepads, telephones, computers and electronic tills. This supports children to gain confidence in using writing for a purpose and introduces them to technology.

Staff have an expert knowledge of how to support children's learning. They observe and monitor children's progress accurately and closely using their own observations and feedback from parents. This enables staff to provide precise levels of support and plan activities that target individual children's learning needs. This means that all children are making excellent progress and staff are providing very good support to help narrow any gaps in children's learning.

Parents are involved fully in all aspects of children's learning and there are exceptionally strong systems in place for sharing information. Parents meet regularly with their child's key person and are able to view their child's on-line development records at a time that suits them. Assessments, including the required progress check for two-year-old children, are shared with parents to keep them informed of children's progress so far and their next steps. Parents are invited to the playgroup regularly to see how staff support children's learning needs. This means staff have a clear picture of children's all-round development and parents are able to contribute further to children's learning at home.

The contribution of the early years provision to the well-being of children

Children develop high levels of confidence and self-esteem due to the praise and encouragement they receive from staff. Achievements at home and in the playgroup are shared using 'sunshine rewards' and 'magic moment cards'. These help children to feel valued and proud. Children settle well due to the welcoming and friendly approach of the staff. Key persons have an excellent understanding of children's individual needs through information gathered in discussions with parents, settling-in visits and visits to children in their own home. Staff adapt their approach sensitively to suit individual children's needs, helping them all to feel safe and secure. Children develop strong bonds with the staff and other children. This is evident in the way in which children play together and laugh and giggle frequently as they join in with songs and action rhymes with the staff. Photographs on display include children engaged in activities, giving children a strong sense of belonging. Staff provide resources such as dolls with different skin colours, posters and activities to help children to become increasingly aware and respectful of diversity. Children demonstrate a secure understanding of how to behave well due to the gentle

reminders from staff. For example, children are polite and use good manners as they sit together with staff to eat their lunch. They are relaxed as they chat and share news, forming friendships with other children. They learn about boundaries and expectations that help to keep them and their friends safe. For example, staff teach children how to use tools such as scissors and tape appropriately, which means they can access these resources when they choose.

The indoor and outdoor play spaces are used exceptionally well to support children's learning and enable children to choose to play in a way that suits them. Children can move freely between both areas at most times due to effective staff deployment. Staff arrange equipment imaginatively to inspire children to investigate and explore. For example, staff have created a water activity using recycled milk cartons, which intrigues children and captures their interest. Children make choices and organise their own play by choosing resources from low level shelving and drawers, helping them to become increasingly independent. This helps to prepare children well for the next stage in their learning, such as school.

Staff supervise children well at all times, which helps to keep them safe. Staff are vigilant about safety and carry out daily risk assessment to make sure the environment is safe and suitable for the children. Very effective use of documentation helps to support children's safety and welfare. For example, staff monitor the accident record frequently to identify any issues and take steps to reduce accidents. Staff follow excellent practices and procedures to support children's health. Staff supply healthy snacks for the children and discuss healthy items in lunch boxes so that children understand what constitutes a healthy diet. Children use resources, such as the automatic warm water tap and hand dryers, confidently for hand washing to help to prevent germs from spreading. This helps children to learn about healthy routines.

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

Excellent working relationships between staff, the manager and trustees mean that all aspects of the provision run smoothly to benefit the children. All members of the team strive for excellence. They each have a comprehensive understanding of their individual roles and responsibilities due to highly efficient systems for performance management. They demonstrate an excellent understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. All staff are keen to increase their skills to improve the outcomes for children, and receive support and encouragement from senior management to do so. This has a positive impact on children's learning and development. For example, following training the manager has introduced new strategies to encourage children to direct and plan what they want to learn through the use of floor books. Managers and key persons have an accurate awareness of children's individual learning needs. They monitor children's progress carefully and reflect on planning. This helps them to evaluate the success of educational programmes in supporting all aspects of children's learning. Staff implement thorough and extensive systems for monitoring and evaluation, to develop highly effective action plans to address

areas for improvement rapidly. Staff and management actively seek feedback from parents and children. All comments are valued and used to help make changes that have a positive impact on children's care and learning.

There is a clear focus throughout the playgroup on keeping children safe. This includes the staff's excellent understanding of the comprehensive safeguarding policies and procedures. All staff and management have a confident awareness of the action they personally need to take if they have a concern regarding a child protection issue. Staff attend training and discuss safeguarding scenarios frequently at staff meetings to review and increase their knowledge. This means that all those working with the children are confident to act promptly should they have any concerns. Thorough recruitment and vetting procedures help ensure that only those who are suitable are able to work with the children. Managers review staff suitability regularly to help keep children safe. Staff use documentation, such as the register and visitors' book, effectively to help to safeguard children's welfare.

Staff share information regularly with parents and any other early years providers who are also involved in supporting the children's care and learning. This helps them to support children's all-round needs fully and provides a consistent approach. Parents state that they value the high levels of feedback they receive from staff, both on a face-to-face level and through the on-line records they are able to access at home. They say that this enables all members of the family, even those who are not able to visit the playgroup, to be fully involved and included in the children's learning and progress. Parents report that their children really enjoy attending and that the excellent links with the First School help prepare children well for this move.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	153463
Local authority	Dorset
Inspection number	841917
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	41
Name of provider	Ragamuffins (Bere Regis) Committee
Date of previous inspection	10/11/2009
Telephone number	01929 472765 or 472125

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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