



Red Room Pre-School Annex

Inspection report for early years provision

Unique Reference Number	EY313518
Inspection date	11 May 2006
Inspector	Michelle Tuck
Setting Address	School House, Chewton Mendip Primary School, High Street, Chewton Mendip, Radstock, North Somerset, BA3 4LL
Telephone number	07716 765820
E-mail	
Registered person	Red Room Pre-school
Type of inspection	Integrated
Type of care	Full day 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.

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 outstanding.

WHAT SORT OF SETTING IS IT?

Red Room Pre-school Annex is a committee run group which opened in 2005. The pre-school operate from a converted school house, which is situated in the grounds of Chewton Mendip school in Somerset. The accommodation consists of one room with separate cloakroom facilities, and kitchen and snack area. There is also access to a tarmac outside area with fixed climbing equipment and sit-in sandpit. The pre-school is registered to care for 16 children between the ages of 3 and 5 years.

There are currently 17 children on roll, of which all are in receipt of funded nursery education. The group open Monday to Friday between 9.00 and 15.30. The group support children with special educational needs. There are no children attending who have English as an additional language. The group receive support from the Local Authority. There are 6 members of staff, all qualified to National Vocational Qualification (NVQ) level 3 and the manager to NVQ level 5.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and wellbeing is effectively promoted. Children show a good understanding of how to keep themselves healthy. For example, they know the importance of hand washing after using the toilet, however some children do not wash their hands before they have their snack. They learn from staff's good role models. For example staff clean the tables and wash their hands regularly. Children develop good self care skills, such as wiping their noses, as staff encourage the children to take responsibility for themselves.

Children's dietary requirements are well met through the provision of healthy food at the café style snack time. Children have a choice of water or milk and a snack of toast and fruit. Parents provide lunch boxes for their child. Staff work with the parents to ensure healthy options are provided and children are encouraged to eat savoury food before sweeter choices.

Children enjoy daily outside play opportunities all year round, and their physical development is well promoted through a well balanced programme of physical exercise. Children enthusiastically ride on bikes, throw balls, climb and balance. All documentation is in place to support children's health, however parents signature has not always been obtained for entries in the accident book.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a friendly, and welcoming environment. Staff carry out thorough risk assessments regularly to reduce potential hazards to the children. The play room is well set out, allowing children to move around safely and enjoy a wide range of play opportunities within safe surroundings. The children can self select from the activities and resources which are stored at child height. Appropriate adult to child ratios are always maintained, making sure that children receive good adult support to help them feel safe and secure. Children are well supervised due to good staff deployment which keeps children safe inside and outside. Children's safety is considered when setting out the room. For example, few chairs are put out so that children have more floor space, and room to move around safely.

Children learn about safety through regular discussions. They know they should walk

and not run inside and usually obey the rules. Children learn about fire safety through fire drills, however the fire log lacks detail.

Children's welfare is safeguarded as staff are knowledgeable about child protection issues and know the correct procedures to follow if they are concerned about a child in their care.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy and settled and are fully engrossed in every aspect of what is offered to them at the pre-school. They are comfortable and familiar with routines and all staff members, and show enthusiasm and interest to learn. Children achieve very well because the staff are knowledgeable about their individual needs and meet them well through planned activities. Children are developing rapidly in all areas, due to the exceptional way staff interact with the children and engage them in activities.

Nursery Education

The quality of teaching and learning is outstanding. Planning is very comprehensive and detailed to show how individual needs are planned for and met. Staff have good knowledge of the Foundation Stage curriculum and plan to ensure all children's needs are identified in line with the stepping stones. All areas of learning allow the children to be individual. For example, Children are very good at recognising initial sounds, children have a tin with different items in, such as a small figure of a polar bear and a mouse, they use these to identify initial sounds. Children have fun learning about rhyming words, with the aid of a bag of different pictures and items. For example house and mouse, or fish and dish. Staff extend their learning by helping children to use these items to make up their own stories. Children's attention is captured well through the effective use of different teaching methods. Children are able to write their name and are beginning to recognise written names of others. For example, children collect their name from a board and take it to the snack area when they decide to take their break. This also enables the staff to monitor who has had their snack. They are encouraged to mark make, children regularly name their work and practice their writing. For example children listen and talk about the story of "The Gingerbread Boy", they draw pictures and write captions making them into a book of their own. Children are good at listening and contribute well at circle time, for example children enthusiastically talk about what they had enjoyed during the morning. They are extremely good at taking turns and listening to one another.

Children enjoy expressing their creativity through a variety of media. Role play is very popular. Staff support the children in their play and learning. For example, children were asked to draw around their foot and put Lego or duplo bricks onto the drawing to measure how long their foot is. Staff sat on the floor with the children drawing around their own feet. Children talk about how many toes they have and compare their feet to others. Children have a good vocabulary and use this to express themselves. Children's own interests are embraced, for example one child began to talk about the bones in his foot and the blood in his body. The manager extended his learning by asking open questions and documenting his answers. Children each

have individual files, containing a good range of photographs showing development and achievement through learning stories and individual learning plans.

Children achieve exceptionally well in all areas. Children take turns and share well, as they are praised and encouraged for this. New children are supported well by children that have attended for a while. For example they help each other carry toys to be put away. Children show respect for each other by taking turns to talk and listening to each other. Children learn about other cultures and festivals, using a range of resources and partaking in activities based on festivals.

Children thoroughly enjoy group time, they wait eagerly to answer any questions they may get asked and are extremely good at waiting their turn. They enthusiastically discuss what they know and feel very important when they receive praise and encouragement from the staff for their achievements. Children are thirsty to learn. Staff are skilful at questioning them to help them think for themselves. For example, staff ask children to describe musical instruments. Children use their knowledge of the world and good vocabularies to describe the instruments. A wooden rainmaker is described to look like a tree trunk. Children have lots of opportunities to contribute and they feel valued because every comment is listened to and acknowledged.

Helping children make a positive contribution

The provision is outstanding.

Children are extremely well behaved. They know what is expected of them as they have clear boundaries set by staff whom they like to please. Good behaviour is encouraged through positive role models by staff and very consistent messages about expectations. Children are praised at every opportunity, which results in high self-esteem. Children are encouraged to resolve their own issues, for example if children have a dispute they are asked to help think of solutions and choose a resolution together. This approach has resulted in children taking responsibility for the way they behave and others, and behaviour is excellent. Children display a high level of maturity in their behaviour and the way in which they resolve conflict.

The provision fosters children's spiritual, moral, social and cultural development.

Children are happy, confident and have a high self esteem. They learn about the wider world through activities based on festivals. They are also beginning to learn they are part of a wider community. For example, they have opportunities to visit an old people's home. Children are valued as individuals. Boys and girls have equal opportunities in everything they do and staff support children in their chosen activities. Children with special needs are very well supported. Close liaison with parents and other professionals ensure that specific needs are understood and effectively met.

Partnerships with parents is outstanding, and this contributes to consistency in the children's care and wellbeing at the pre-school. Parents receive regular information about the setting, including information about the Foundation Stage curriculum and an opportunity to meet with the staff more formally if they wish once a year.

Organisation

The organisation is outstanding.

Leadership and management is outstanding. Staff work very well together, supporting one another. Staff are confident of their roles and responsibilities within the group and this contributes to the effective running of each session. The staff are very conscientious, always looking for ways to improve their practice, they are happy to attend courses and workshops when available. Staff appraisals are used to ensure all training and development needs are understood and met.

All necessary documentation is in place, and well organised. Daily activities plans and an effective operational plan shows how staff are deployed within the setting, ensuring the children receive good support to encourage learning and progress. An extremely child focused approach provides a nurturing environment for the children to flourish within.

Overall the pre-school meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. 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.

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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 entries in the accident log are always signed by a parent and they are kept confidential.
- record more detail in the fire log.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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