



Roselands Pre - School Ltd

Inspection report for early years provision

Unique Reference Number	EY256976
Inspection date	08 June 2006
Inspector	Vanessa Wood

Setting Address	Salisbury Road, Tonbridge, Kent, TN10 4PA
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Registered person	Roselands Pre-school Ltd
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Type of inspection	Integrated
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Type of care	Sessional care
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Roseland's Pre-school has been registered since January 2003. It operates from a large hall and three rooms of a church and is situated on a housing estate on the outskirts of Tonbridge. A maximum of 50 children attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12:00 for 38 weeks of the year. Children have access to a secure outdoor play area.

There are currently 74 children aged from two years to under five years on roll. Of

these, 60 children receive funding for early education. Children come from the local area. The pre-school currently supports children with learning difficulties.

The pre-school employs 12 members of staff. Of these five hold appropriate early years qualifications and five staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in clean and welcoming surroundings. They are well protected from the risk of infection as staff have reasonable procedures in place. Children automatically wash their hands after using the bathroom and messy play which helps them understand the need for good person hygiene. However, children do not have the opportunity to wash their hands before snack time. Children's welfare is protected by staff who act in their best interests and there is a health and safety policy that all staff adhere to. Several staff hold a current first aid certificate so are able to administer first aid in the event of an accident. Children enjoy reasonably healthy and nutritious snacks during the session, such as bread sticks, raisins and fruit. They learn about the importance of a balanced diet through topic work. Children have the opportunity to use the outdoor play space in good weather. There is also plenty of space in the main hall where children move around confidently and enjoy using the large play equipment to practice skills of climbing, jumping and balancing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in secure and welcoming premises. There is sufficient space and appropriate furniture available to meet their needs and a good range of toys and play resources available which are used effectively to enable children to engage in a broad range of freely chosen, satisfying play experiences. Children use the space with confidence and are able to play in safety and comfort as staff take good practical precautions to protect them. For example, a daily risk assessment is made by staff of the premises to ensure all potential hazards are made safe. Children benefit from the overall safety awareness of staff who effectively minimise the risk of accidents. They learn about safety and understand why they must not run inside because staff give clear explanations about safety. A child protection policy is in place and the manager is confident about how and when to report concerns. However, the policy lacks a statement about what would happen should an allegation be made against a member of staff, although the manager is clear about the procedure to follow.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled. They enjoy their time at the pre-school and form

warm relationships with the staff. Children begin to develop their independence and communicate easily with one another and engage in conversation with the staff. Children experience an interesting environment, enabling them to participate in a range of activities. For example children enjoy playing with water, painting and imaginary play in the home corner. A well resourced book corner enables children to develop their interest in books and stories. Senior staff are qualified and have a good understanding of how young children develop and learn. Other staff are working towards a child care qualification. Staff are becoming familiar with the Birth to three matters framework but this has not been used to improve outcomes for children under three years.

Nursery Education

The quality of teaching and learning is satisfactory. Senior staff have a good understanding of the foundation stage and know how young children learn and progress. However, some staff are still training and deployment of staff is not always arranged to ensure a balance of expertise is maintained to support children's learning. Children have access to a wide range of stimulating activities that promote learning in all areas. Careful plans are made and assessments of children's development are used to plan the next steps in their development. However, daily routines such as snack time and circle time are not used effectively to reinforce learning. Circle time when all children come together is not managed well and children become distracted and not all children listen attentively. There are missed opportunities during snack time to give children independence and responsibility. This time is not used to reinforce learning about number and it is not a social time when children can relax and talk to staff and each other.

Children are happy on arrival and are greeted enthusiastically by the staff. They begin to take responsibility for their behaviour and apologise when they have accidentally hurt one another. Through sensitive interaction from some staff, children begin to develop an understanding of the needs of others. For example, they learn that it is unkind to snatch dough from other children. Children have some opportunities to develop their independence as they self-register on arrival and choose what they want to play with from the wide selection of toys available, but this is not carried through to snack time.

Most children can communicate clearly. They enjoy books and stories and there is a well resourced, welcoming book corner. This enables children to access books freely and easily and enjoy stories on an individual, small group and large group basis. Children's literacy is encouraged effectively. Some children know the names and sounds of letters of the alphabet and are beginning to write for a purpose. Children count well up to ten both forwards and backwards. They learn about quantity and volume through organised play activities. Children enjoy cooking and making ginger bread men which allows them to investigate and use all their senses. They find out about their environment, their culture and about past and present when they take part in the local carnival and take annual trips to London and to the local zoo. They experience many craft activities such as painting faces, and learn how to mix paints to make new colours. Children have the opportunity to make music with a range of musical instruments. Children express their ideas well, for instance, when pretending to be builders in the outdoor play house. They use their initiative to solve a problem,

for example, by getting a trolley from the home corner in order to carry six plates with dough on top.

Helping children make a positive contribution

The provision is good.

Children show good levels of confidence and independence. Their individuality is respected and they show a strong sense of belonging to the group, being familiar with routines and knowing what is expected of them. Children support each other, working well together, sharing and helping. Staff work closely with parents and other professionals to ensure that children with special needs are included. Children are well behaved as staff praise and encourage achievements and promote children's self-esteem. They develop a positive attitude towards others and gain a good understanding about the wider world through learning about festivals and playing with a good variety of resources, introducing them to other cultures. Children's spiritual, moral, social and cultural development is fostered well. Partnership with parents is good. Parents receive well presented information about the group in the form of a comprehensive prospectus, newsletters and the notice board. Parents evenings are not held at the moment but parents are able to talk to staff at any time and view their children's work. Parents provide a good support network and are encouraged to join in social events and are made to feel part of the group.

Organisation

The organisation is satisfactory.

Children show good levels of confidence and independence. Their individuality is respected and they show a strong sense of belonging to the group, being familiar with routines and knowing what is expected of them. Leadership and management is satisfactory. There are effective recruitment procedures in place and an appraisal system to identify training needs. Senior staff are qualified and a plan is in place to ensure most of the staff obtain a child care qualification. Staff are supported and encouraged to take up training opportunities, enabling the ongoing development and improvement of the group. A quality assurance scheme to further enhance the professional service they provide has just been started. Regular staff meetings are held to ensure staff are clear about their roles and responsibilities and to plan the next steps in children's learning. Clear policies and procedures are in place, although the policy on Child Protection and Complaints does not fully conform to current legislation.

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

Improvements since the last inspection

The one action and all recommendations made at the last inspection have been carried out. The policy for lost and non-collected children is now in place. The prospectus reflects the National Standards and the Foundation Stage curriculum. A

staff rota is in place ensuring ratios are met. There is a written procedure for outings and an accident and incident book is in place. Staff are deployed to ensure they supervise children well, although the level of teaching is dependent on the training staff have undertaken.

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.

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The quality and standards of the nursery education are satisfactory.

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 the complaints policy and child protection policy include current legislation
- improve outcomes for children under three years by adopting an approach in line with the Birth to three matters framework

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):

- review the daily routines, such as snack time and circle time, to ensure this time is used to reinforce learning and give children more independence
- ensure staff are deployed effectively to ensure a balance of expertise is maintained to support children's learning

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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