



## **Barbara Rose Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	100499
<b>Inspection date</b>	19 April 2005
<b>Inspector</b>	Diane Burt
<b>Setting Address</b>	St Paul's Church Hall, Landford Way, Bournemouth, Dorset, BH8 0AZ
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<b>E-mail</b>	
<b>Registered person</b>	Barbara Rose Pre School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Barbara Rose Pre-School opened in 1991 and operates from two rooms within St Paul's Church Hall. It is situated on an urban estate, in Throop, on the outskirts of North Bournemouth.

A maximum of 30 children may attend the pre-school at any one time. The pre-school is open five days a week, during school term time, from 09.30 to 12.00 and 13.00 to

15.30 Monday, Tuesday and Thursday and 09.00 to 15.00 on Wednesday and Friday. All children have access to three secure gardens which they use for outdoor play.

There are currently 74 children, aged from 2 to under 5 years on roll. Of these 62 receive funding for nursery education. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs 18 staff. Seventeen of the staff, including the manager, hold appropriate early years qualifications

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of good personal hygiene through the daily routine. They understand the need to wash their hands before snack and after toilet and do so independently. Children's health is promoted by good procedures which prevent them from being exposed to infection.

Children develop good physical control in daily indoor and outdoor experiences. They develop a positive attitude to physical exercise through the range of activities provided. They use climbing equipment competently and manoeuvre wheeled toys with skill and agility.

Children are learning about healthy diet through growing their own vegetables. Staff are aware of children's individual dietary needs and comply with them to ensure children remain healthy.

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

The provision is satisfactory.

Children are cared for in a secure, child orientated environment. They use a sufficient range of safe, good quality appropriate resources. Some are well organised in child height furniture to encourage independent access.

Children learn about safe practices when walking up and down the stairs. However children are not encouraged to move from one place to another in a calm manner and were observed to regularly run around indoors, presenting a potential risk to their and other children's safety.

Staff have completed child protection training and are secure in referring on to the designated person. However, not all procedures are put into practice, for example recording of potential child protection concerns, this impacts on children's safety.

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

The provision is satisfactory.

Children are confident and enter the setting with enthusiasm. They have positive relationships with staff and interact well with unfamiliar adults. They are developing good self confidence, independence and self esteem, as staff interact positively with them and are good role models. Children's concentration in large group activities is poor. They are unable to listen to staff and their peers for even short periods of time, without becoming distracted.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have an adequate knowledge of the foundation stage curriculum and plan a sufficient range of activities to cover all areas of learning. Staff use an appropriate range of methods to help children learn. They use effective questioning techniques to help children think. They listen intently to the children and respond appropriately. Children's achievements are assessed on a termly basis. However, on-going assessment and monitoring of children's progress does not effectively identify the next stage in children's learning. This results in inadequate challenge being offered to some children. Staff do not always take account of children's individual needs when planning activities and the routine, with some children expected to sit and listen well beyond their level of concentration. This results in children becoming distracted and behaviour deteriorating. Staff are not always sufficiently deployed to support children's learning or monitor their behaviour.

Overall, children are making satisfactory progress in their learning. They are making good progress in knowledge and understanding of the world. They are learning extensively about nature and the world around them. They are exploring the life cycle of the butterfly and of frogs, and show interest and curiosity to learn more. Children are planting and growing their own vegetables and flowers in the preschool garden, and are learning about how to care for the environment.

Children are fluent and confident speakers, able to retell events and communicate their needs and wants. They respond to staff's questioning during activities, reflecting on and modifying what they are doing. They enjoy reciting number songs and rhymes. Children are beginning to grasp simple mathematical concepts such as sorting and matching, and can confidently count to ten and beyond. They are exploring media and materials and are able to differentiate colours.

Support for children with special educational needs is excellent, and staff work well with each other and outside agencies. Provision for children with English as an additional language is satisfactory. Staff liaise with parents to support children in the setting.

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

The provision is satisfactory.

Children's awareness of diversity and the wider world is promoted through the provision of positive images and relevant activities, for example celebrating festivals. Children learn about moral codes through the Christian teaching of the group. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's behaviour is inconsistent. Some children are unable to concentrate for even short periods of time in a large group activity. As their behaviour deteriorates, they distract others who mimic their behaviour. Staff endeavour to manage this behaviour, but not all strategies are successful.

Partnership with parents is good. Parents receive good quality information about the setting and have the opportunity to meet regularly with their child's key worker, to be informed about their child's progress and achievements.

## **Organisation**

The organisation is satisfactory.

Children are cared for by a well qualified, committed staff team, who have a sound knowledge and understanding of child development. There is a high child: staff ratio, however staff are not always effectively deployed to support children in their care, learning and play. The leadership and management of the setting is satisfactory. The setting is supported by a strong committee, and along with staff, are committed to continual improvement. Management have a clear vision for the setting and are working towards this.

The premises are well organised. Indoor and outdoor space is laid out to maximise play opportunities for children. All legally required documentation, which contributes to children's health, safety and well-being, is in place and is regularly reviewed. Overall, the setting meets the needs of the range of children who attend.

## **Improvements since the last inspection**

The previous care and nursery education inspections recommended that the preschool make sure that the written policy includes procedures to be followed should an allegation of abuse be made against a staff member and to improve the access of the computer.

The child protection policy has been updated appropriately and this contributes to children in the setting staying safe.

The computer is accessible in the autumn and spring term. Limited access is given in the summer term as the setting wish to encourage the children to make use of their outside environment.

## **Complaints since the last inspection**

There have been no complaints since the last inspection.

## 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 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):

- consider the organisation of the day, and deployment of staff, to ensure the needs of all children are met and positive behaviour is promoted.
- ensure the child protection policy is implemented consistently.

#### 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):

- ensure assessment of children's progress identifies the next step in children's learning. Use information gained to inform planning ensuring adequate challenge is offered to all children.

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