



Rub a Dub Pre-School

Inspection report for early years provision

Unique Reference Number	199453
Inspection date	18 January 2007
Inspector	Beverley Blackburn
Setting Address	Lansdowne Hall, Derry Hill, Calne, Wiltshire, SN11 9QY
Telephone number	01249 818974
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Registered person	Rub a Dub Pre-School
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

Rub a Dub Pre-School opened in 1979. It operates from two rooms in the village community centre in Derry Hill, near Calne. The group serves the local area and has close links with the local primary school. The children have use of a large main hall, smaller playroom and an outdoor area.

Children attend for a variety of sessions. The group supports children with Learning difficulties and disabilities. The group accepts funded children and there are currently 23 funded three-year-olds and 13 four-year-olds on roll.

The group opens on Monday, Tuesday, Thursday and Friday during school term times, and there is a holiday play scheme for two weeks in August. Sessions are from 09.15 to 15.00 on

Monday and Thursday, and 09.15 to 12.30 on Tuesday and Friday for the pre-school and 09:15 to 12:30 for the holiday play scheme.

Six staff work with the children. The supervisor is qualified NVQ level 3 and working towards NVQ level 4. Three other staff members have early years qualifications. The setting receives support from an early years teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is promoted. Staff follow good hygiene procedures and have a clear understanding of related policies, such as, treating minor accidents, the care of sick children and administering medication. Records relating to these issues are appropriately maintained and shared with parents as required. Children demonstrate healthy practices as they wash their hands before snack and after using the toilet. Many are able to carry out these routines with minimal support from adults.

Children learn about the benefits of eating healthy foods during discussions on the topic of healthy eating and with staff at the daily snack time. Their interest was further stimulated through a competition on designing a healthy lunch box. Children are suitably nourished and make healthy choices, selecting milk and water for their drink that the children are encouraged to pour for themselves. Many enthusiastically eat the fresh toast and spreads provided at snack time. Children's individual dietary needs are met as staff take account of this information supplied by parents. Staff are very aware of the children's special dietary needs and do not encourage children to participate in food tasting if they have an allergy. All children stay to lunch and they bring in a packed lunch from home to practise opening containers such as yogurts pots and cheeses in preparation for school. Parents provide healthy lunches for their children. Children enjoy lunch times; also, when the staff sit and talk to the children it makes this time a very social occasion.

Children are active and benefit from the physical play provided each day. Children freely make choices of what to play with when outdoors; they have access to a good range of equipment such as slide, sand pit and bikes. Children regularly use tunnels, bikes, small slides, rocking horse and trampoline for indoor play. Children have access to a spacious hall, where they can move spontaneously within the available space from one activity to the other. Some opportunities are provided for them to practise climbing and balancing during the sessions. The well organised routine ensures that there are opportunities for children to stretch and bend each day, through action rhymes and music and movement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and familiar environment. Resources are appropriately maintained, safe and suitable for the ages of children attending. Activities are well presented to capture children's interest, enabling them to play alone, in small or large

groups. Children make independent choices in play due to the appropriate organisation of toys and activities. The staff are deployed effectively to supervise children. The main hall is organised well so that children can negotiate their way around the space safely. Children are told not to run in the hall because they may fall and hurt themselves. The room is busy with different activities and children are encouraged to help tidy up after each session. The staff are actively observant for safe practice. They support only when needed such as ensuring children do not stand on their chairs during activities or help a child with using scissors safely.

Children are safe and secure. Staff monitor this through ensuring the setting is safe before children arrive and risk assessments are regularly carried out throughout the premises as well as on the toys and equipment. Children develop their awareness of safety as they take part in fire drills and through general conversation with staff in the setting. Staff ensure children have a good understanding of crossing the road safely when on outings; they take part in practical activities, such as making a zebra crossing to demonstrate how to be safe on the road. Children's welfare is safeguarded as staff that are suitably vetted care for them. Children are able to play outside safely because they are provided with an enclosed and secure play area.

Most staff have a sound understanding of child protection procedures and have a clear knowledge of other appropriate safety policies and procedures; however, some staff's knowledge of child protection issues is weak. Overall, the staff safeguard and promote children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children's needs are well met within flexible routines that include outdoor activities and time for quiet and active play. Staff share observations of all the children as well as their own key children. They effectively use these to record what the children do in notebooks, on notepaper and a formal system of assessment and plan the next steps in the children's play and learning. Children are involved in a broad range of activities that supports their language, mathematical thinking, imagination and creativity. Children confidently made decisions about their free play in which they are very involved. They show keen interest in group activities and listen well when others speak or sing, for example, at show and tell. Children listen attentively to each other as they talk about their different items. Children are curious and make effective use of the planned activities and spontaneous opportunities to explore materials and objects. Children enjoy looking at books together and sing with enjoyment as they participate in action songs such as the sleeping bunnies, Miss Polly had a dolly. Children come into the setting happy and quickly settled and ready to enjoy a wide variety of activities.

Nursery Education

The quality of teaching and learning is good. Children are making good progress through the stepping stones. This is because staff have, or are gaining a good knowledge of the early learning goals. They provide a broad and balanced range of activities and experiences across the six areas of learning. Planning is detailed and is effectively linked to the stepping stones. The children participate eagerly in the activities on offer. The staff work hard to ensure that all children are integrated and have equal opportunities. Information gained from assessment is effectively used to help move children to the next step in their learning. Staff give good

consideration to the routine and pace of sessions. This enables children to develop concentration and use their initiative, for example, children are able to complete their activities without feeling hurried. Children develop good self-esteem. This results in confidence to speak in front of the group during show and tell and to be able to communicate effectively with adults. However, this could be further developed by taking on small responsibilities such as a daily helper.

Children gain good early reading skills as they select their name cards on arrival at each session with support from their parents; this is further reinforced as the staff helps them to recognise the letter sound in their names. Children thoroughly enjoy hearing clearly read stories, listening intently. They are able to confidently ask questions about the story and relate it to experiences in their own lives, for example, building sand castle on the beach and playing hide and seek with daddy. Children make effective use of the book corner at quiet times; they carefully select their own books and quietly look at them turning the pages with confidence and interest. This encourages them to learn to enjoy and love books. Children develop some pre-writing skills, for example the four year olds are helped to write their names by tracing around the letters in their names, the more able children are sometimes encouraged to write their name without tracing. Children are keen to use paints, pencils, crayons and other drawing materials. However, children do not use writing for a purpose, for example, in role play and to independently name their work.

Children progress well in their grasp of early mathematics, which staff integrate successfully across all activities. They use counting in daily routine, finding out how many are present each day. Staff use resources successfully to introduce calculation in their play, for example, parachute with balls; children are encouraged to count how many are left after sharing as many as they can out of the parachute. They are also helped to understand pattern sequence, for example as they line up one boy one girl for the toilets. Children spontaneously design their own pattern during craft activity by making different patterns on a paper plate. Most of the older children can confidently count up to nine and have developed good number recognition. The inspector observed a child counting, without the staff help, up to 20, pointing at each smiley face as she counted.

Staff effectively support children to investigate a range of materials and objects such as malleable materials like dough; children are able to squeeze it, roll it out and cut into different shapes. They are also able to use everyday technology such as the computer and electronic toys. Children meaningfully explore a range of creative media and materials. Children are making good progress in their learning.

Helping children make a positive contribution

The provision is good.

Children are acknowledged and valued as individuals. Staff ensure they gain information from the parents in order to get to know the children, they are aware that a child may need to have their special teddy or blanket with them at certain time of the day as a comforter. Children with special needs are well cared for, staff work closely with other professionals to effectively meet their individual requirements. All children are successfully included in the activities and the daily routine of the setting and receive good support to help promote learning and development.

Children access a suitable range of resources to help them gain an awareness of diversity and disability, such as books, dressing up clothes and play people.

Children's spiritual, moral, social and cultural development is fostered. Children are confident and demonstrate independence, for example, actively helping in tidying up at tidying up time, selection their own books at quiet time and taking turns during play. They increase their awareness of range of cultures and beliefs through practical activities. Children are encouraged to welcome other cultures, for example, celebration of festivals such as Chinese New Year, Christmas, and Divali.

Children behave well. They benefit from clear boundaries and good staff role models. Children are regularly reminded of the pre-school golden rules, which are discussed at registration; they are encouraged to say please and thank you. Children benefit from effective behaviour strategies such as praise and encouragement, to support good behaviour. Children learn to relate well to each other, to play co-operatively, whilst developing their understanding of right and wrong. Children learn about their local community because the pre-school is actively involved, children visit places such as Bowood garden and adventure play ground, the local school reception class and are visited by people such as a dentist, fire-fighters, and road safety officer. Children are settled and are at ease in a well-organised environment.

The partnership with parents is good. Children's needs are met through the good partnership the staff share with the parents. Staff work very closely with parents to ensure each child's individual needs have been met. The relationships are friendly, open and professional. Parents are provided with information daily on their children activities. Parents see their children's progress records. They are provided with good information about the setting, through a welcome pack, newsletters, notice board and access to the Pre-school website. However, there is a lack of written information available to the parents explaining the early learning goals. Staff arrange meetings for parents to discuss the children's achievements. This encourages the parents to begin to be involved in their child's learning. Parents are aware of the policies and procedures for the preschool and these are made easily available. Parents have many opportunities to come into the setting and contribute to their children's education, for example as a parent helper. The parents are very positive about the care and learning their children are receiving from the pre-school.

Organisation

The organisation is good.

The leadership and management are good and there is a clear sense of purpose within the preschool. The committee value their staff and provide opportunities for them to progress. Staff are committed to improvement and development, through regular training opportunities. The appraisal system ensures that the preschool's policies and procedures are consistently applied. The information available on staff induction is very detailed and very well presented. This enables new staff to have a good understanding of what is expected of them and to help them provide good care and learning opportunities for children. All legally required documentation that contributes to children's health, safety and well-being is in place and regularly reviewed. The keen and motivated staff use their time well. Staff provide children with planned structured support, which enables them to participate in activities. They group

children effectively, in small groups as well as large groups. The children are fully included and are listened to when they speak; this enables them to feel secure and confident with staff.

There are comprehensive arrangements to monitor and evaluate children's progress. All staff contribute to curriculum planning; their ideas and experiences support the children's learning. Staff frequently throughout each session observe and record children progress, this information is shared with parents. This practice helps ensure children are cared for safely and progress well. Documentation is stored confidentially and information held on the children is up-to-date and accurate. This ensures the children's needs are met.

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

Improvements since the last inspection

At the last inspection, the setting was asked to devise and implement a clear and confidential system to record any significant incident. There is an incident book available where staff can record if a child arrives to the setting with existing injuries or if there is a significant incident. The information is read and signed by the parent. This system helps to safeguard children from harm.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 good.

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 all staff are fully aware of how to safeguard children by having a sound understanding child protection issues
- create more opportunities for children to continue to build their self-esteem by giving them small responsibilities (also applies to nursery education)

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):

- create more opportunities for children to attempt writing for different purposes
- provide more information for parents to help them understand how children effectively learn through the six areas of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk