



Rosliston Under 5's Pre-School

Inspection report for early years provision

Unique Reference Number	206848
Inspection date	21 March 2007
Inspector	Janice Rizvi
Setting Address	Main Street, Rosliston, Swadlincote, Derbyshire, DE12 8JW
Telephone number	07986 171055
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Registered person	Rosliston under 5's Pre-school
Type of inspection	Integrated
Type of care	Sessional 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?

Rosliston Under 5's Pre-School was registered 1975 and is run by a committee. It operates from Rosliston Village Hall in Swadlincote, Derbyshire. A maximum of 26 children aged from two to under five years may attend at any one time. There are currently 34 children on roll; of these 21 children receive funded education. The group support children with learning difficulties and or disabilities.

The pre-school opens from 09:30 to 12:00 from Monday to Friday during school term times and children attend for a variety of sessions. All children share access to a enclosed outdoor play area.

Five childcare staff are employed all of whom hold appropriate early years qualifications. The pre-school receives support from the Derbyshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of sound hygiene practices through well-planned daily routines. Adults explain to children about the necessity for hand washing. Older children are becoming increasingly aware of their own personal needs and staff offer good support to younger children in helping them to recognise theirs. Children can independently access the hand washing facilities with the aid of a step up to the wash hand basin after using the toilet. Additional hand washing facilities are used in the playroom with liquid soap, however a communal bowl is used for the children to rinse off the soap and there is no recognisable procedure for the use and disposal of nose tissues which is a potential risk of cross-infection. Sick children are cared for appropriately. Parents are contacted and children are excluded if considered infectious.

Nursery Education.

All children enjoy outdoor activities. They develop control of their bodies through activities, such as using wheeled toys, balancing and negotiating obstacles. When weather permits, a range of activities are taken outside and children experience a different concept of the space around them. Children enjoy a range of organised games and activities as they play 'The Farmers in his Den' and musical hoops, they make themselves big and small as they pretend to be 'petit poise peas' and 'big round potatoes'. Children are developing an awareness of the effects of healthy exercise on their bodies as they feel their hearts beating faster after exertion.

Children enjoy healthy snacks such as cheese cubes, fresh strawberries and crackers provided by the setting. Drinks are available for children to help themselves. This provides children with opportunities to take responsibility for their own needs and ensures their fluid levels are maintained.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children receive a warm welcome from staff that ensures the environment is interesting and relaxing for them when they arrive. Activities and resources, which are clean, safe and appropriate for the age of children using them, are displayed in an inviting way. Children access resources independently. Equipment is clean and in a good state of repair and is regularly checked for safety.

Children's risk of injury is minimised due to staff's vigilance. Visual risk assessments relating to indoors and outdoors are undertaken daily. Activities are risk assessed and adjustments are made where necessary. Additional safety devices have been put in place such as, internal alarms to cupboards and doors to alert staff if opened. Access to the premises is monitored by

pre-school staff and a visitors' book is used to establish a record of who is on the premises at any one time. All regular volunteers are vetted.

Children are helped to keep themselves safe through a range of planned activities. Fire drills are rehearsed regularly. Children know to line up when they hear the fire whistle. At zebra crossings they are learning to stop, look and listen with the lollipop person. Children on bikes and wheeled toys learn to stop to prevent accidents. During outside play children follow the rules and know they are not allowed near the boundary fence. Adults are vigilant to ensure close supervision of children at all times, particularly when outdoors or on outings, when they ensure they have over the required ratios of adults to children. These rules and activities help children to learn and take responsibility for their own and others safety.

Children are protected from harm. Adults have a good understanding of child protection issues and of their responsibilities in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy good support from staff during their play. This helps them feel secure and confident. They benefit from visual signs around the room, supporting their learning. For example, number and letter lines to enable children to demonstrate their knowledge. Resources are stored at low level which provides children with opportunities to self-select their own activities. This promotes their decision making and independence. Children under three benefit from staff using the 'Birth to three matters' framework for planning their activities and assessing their progress. All children's independence and confidence is promoted through everyday routines such as, putting on their own coats or shoes and making decisions about their play and acting as helpers throughout the session.

Nursery Education

The quality of teaching and learning is good. Children are making good progress through the stepping stones because adults have a good knowledge of the Foundation Stage and what children are expected to gain from activities. Planning is clear, covers all areas of learning and all staff are involved. Children enjoy a good range of resources and activities. Initial and ongoing assessments are dated and clearly show how children are progressing. Children's individual needs are taken into account. Children are fully engaged in their activities and well behaved.

The setting has implemented a new system of daily planning where individual children's learning needs are identified. Key workers are responsible for recording observations and using these in their planning groups. This is to ensure that all children are included in focused learning activities. Adults achieve a good balance between supervised activities and allowing children freedom to create from their imaginations. For example, in painting and role play. Children are supported to select a variety of creative material and tools. They enjoy using the shop, small world play and making Easter eggs from colourful corrugated card, gluing on their choice of material and glitter. They delight in squeezing out the thick paint onto paper and watching it move as the colours mix, when it turns in the spinner. Children are interested and motivated to learn.

Children make good use of books during free play, they sit and look at the pictures and turn pages. Generally children enjoy whole group time where they respond excitedly to the story sack. More able children sit and concentrate and remember the story, they know it's about a bear who wants a strawberry. They shout out their answers to predict the outcome of the story and memorise the names of the key characters. Most children sit and listen, but there are occasions when some less able children become distracted and lose concentration and are not able to benefit fully from the experience.

There are good links with the local infant school, who support the pre-school to introduce the 'Jolly Phonics' early reading programme, more able children can recognise up to ten three-letter words. Less able children are beginning to recognise their name labels and learn the sounds of the letters and trace the shape of the letters with their fingers. Some children write their names on their work and are learning phonic knowledge for spelling. Other children attempt to trace over their names and write for a variety of purposes, for example making lists when playing shops.

Children are confident and very secure within the pre-school. They happily leave their parent or carer to actively participate in what is available. New children are reassured and supported by staff. Once they become familiar with the setting they become interested in the wide range of activities provided to support their learning. Overall more able children's concentration spans are good. Some will persist at an activity until completed. They play well together, being able to take turns and knowing what is right from wrong. Older children negotiate with staff and are confident in expressing their own ideas.

Children use mathematical language. They use a variety of labels, patterns, and sequences for counting. They learn the concept of three as they count out three bricks, listen to stories and rhymes. More able children count from one to thirteen. Less able children are becoming familiar with shapes during group time. They learn to measure as they line up their towers to see whose is the tallest. Children recognise numbers in throwing games. They are regularly offered mathematical problems to solve. They begin to calculate as they add and subtract. Staff regularly question children using words such as full and empty. Children are familiar with programmable toys. They enjoy experimenting with the remote controlled car making it go forwards and backwards. Children are helped to use the camera to take pictures of activities, such as a competition to build the highest tower, which are then put on the computer for them to view. Children use the computer keyboard and mouse confidently and are supported appropriately by adults whilst using the different programmes.

Some children have very good imaginations. They pretend to be shopkeepers and involve adults by asking them what they would like to buy in their shop. Children explore sound effectively through playing a range of musical instruments and listening to a variety of musical sounds. There are good links to other learning areas as they use bells for positional language such as 'behind your knees' and 'above your head' Children enjoy singing and maintain a good sense of rhythm when joining in rhymes. There is enormous excitement as the children sing 'Aye Aye Yippee Yippee Aye' and the 'Little Peter Rabbit' song.

Helping children make a positive contribution

The provision is good.

Children are valued within the setting. Their named work is on display and they are praised and encouraged for their achievements. Children with learning difficulties are included. Adults quickly recognise any difficulties and are proactive in supporting the children. They work with parents and other professionals to achieve this. Children learn about their own culture and religion through celebrating different festivals, such as Divali, Chinese New Year, Christmas and Easter and playing with resources reflecting diversity. They learn about the wider community as they become involved in local events, such as the school fete and taking part in the procession.

Children's behaviour is good. Adults have a positive and calm approach to incidents and use generally effective strategies to manage potential conflict and difficulties. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children are cared for in accordance with their parent's wishes. Information is gained at the start of the placement outlining children's likes, dislikes and any allergies. Children's family details are recorded so staff are aware of who children are talking about during the day. Good information is given to parents about their child's day and parents are encouraged to be involved in their children's learning. Comprehensive progress records are produced and shared with parents at the end of the year. Parents act as helpers on a rota system and become familiar with the setting and the structure and routine. They are given clear and meaningful tasks to undertake. Parents are invited to have access to their child's developmental records upon request. While this is good, as yet there is no formal process for parents to be involved in the ongoing assessment of their child's progress. This potentially limits their child's rate of progression. Suggested activities are set out weekly by the pre-school for parents to be involved in their child's learning. Parents report they are very pleased with the setting. The complaints policy is displayed on the parents notice board with the name and contact number of Ofsted.

Organisation

The organisation is good.

The registered person and manager have developed the robust recruitment procedures which ensure children are cared for by staff that are appropriately qualified, checked and vetted. The adult to child ratios are maintained, and at times, exceed the minimum staffing ratios.

Adults are experienced and knowledgeable and ensure that generally children's individual needs are met. Children in receipt of funding for early education are steadily achieving and progressing because the teaching methods are effective.

The leadership and management of early education is good. Children's records and staff details are stored securely and available for inspection. Adults attend training on a rolling programme and are increasing their understanding of children's development and knowledge of the Foundation Stage. Staff are supported by a visiting development advisor who provides examples of practice and record keeping to further develop their knowledge and understanding of planning and how children learn.

Induction training and appropriate policies and procedures work in practice to keep children healthy and safeguard their welfare. There are clear systems in place for recording accidents, medication and staff attendance. The staff and children's daily attendance record clearly shows the actual times of arrival and departure. All documentation is maintained to a good standard. The policies and procedures are continually undergoing review and update to reflect the progressive improvement of the operational practice. 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 review arrangements to ensure that children are unable to leave the outside play area, with reference to the low boundary fencing.

The setting have taken the matter up with the parish council who sought advice on height requirements. As there are no specific height requirements, in that it is a matter of judgement for each individual circumstances. The setting therefore conducted a further risk assessment on the outdoor play area and ensure the children's safety with vigilant supervision at all times with over the required ratios of adults to children. This was observed during this inspection. The settings attention to the above issue have improved the quality of care and outcomes for children.

Complaints since the last inspection

Since 1 April 2004 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.

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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):

- improve hygiene facilities, with reference to the use and disposal of nose tissues and communal bowls for hand washing

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 whole group times to ensure that all children can maximise their learning
- continue to develop the extent of parental involvement in the assessment of children's ongoing progress

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