



## Ringstead Robins Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	220004
<b>Inspection date</b>	28 September 2005
<b>Inspector</b>	Coral Hales
<b>Setting Address</b>	High Street, Ringstead, Kettering, Northamptonshire, NN14 4DA
<b>Telephone number</b>	01933 460775
<b>E-mail</b>	
<b>Registered person</b>	Ringstead Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Ringstead Robins is a committee run community pre-school. It has been running for over 30 years in the rural village of Ringstead. It operates from the Old Institute Building, which has been totally refurbished for the sole use of the group. A maximum of 26 children may attend the pre-school at any one time. The group is open each weekday from 09:00 to 12:30 in term time only. All children share access to a safe and secure enclosed outdoor play area.

There are currently 20 children aged from 2 to under 5 years on roll. Of these 15 children receive funding for nursery education. Children come from the local and surrounding villages. The pre-school currently supports children with special educational needs.

The pre-school employs four staff, three of the staff hold appropriate early years qualifications, two have level two and the deputy has level three. The manager is working towards her level three qualification.

The group receives support from advisory staff from the Pre-School Learning Alliance and from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children begin to understand simple good health and hygiene practices as they visit the toilet and wash their hands, and they are becoming independent in their personal care. They stay healthy because staff follow current and appropriate health and hygiene guidelines.

Children are well nourished and begin to understand the benefits of a healthy diet. They enjoy eating a selection of fresh fruit for their snack which they choose for themselves and select drinks as these are freely available. The children enjoy sitting together for their main snack and the menu has been improved to ensure children are introduced to healthy foods and these comply with all special dietary requirements to ensure children remain healthy and that parental requests are followed. Children are developing suitable social skills which are well promoted by the staff.

Children enjoy a wide range of activities which contribute to their good health. Each day there are outdoor and indoor activities to help them develop control of their bodies, for example as they ride on wheeled toys or use the climbing frame, or dance or use the parachute. Children become aware of the way activity affects their bodies and know when they need a drink or a rest and ask 'when is it snack time'? The younger children are well supported with their learning because staff are aware of when to offer assistance.

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

The provision is satisfactory.

Children are cared for in a safe and secure environment. Access to the provision is well managed, effective security procedures are in place and a suitable system is used for the collection of children. They are well supervised by the staff and are unable to leave the premises unobserved including the rear outside area which is secure. Risks of accidental injury to children are minimised which means they are able to move around safely, freely and independently within the two playrooms.

Children know procedures for fire safety because they practise emergency evacuations on a regular basis. They use suitable resources and equipment appropriate to their age and stage of development. Children with special needs are fully included and well supported which promotes their well-being. Regular communication with parents contributes to children's safety. All children are protected, however the staff do not have a secure understanding about child protection issues and the policy does not refer to local guidance. There is a qualified first aider on duty at all times in the event of an accident or emergency.

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

The provision is satisfactory.

Children really enjoy their time in the pre-school. All children including those with special educational needs take part in a good variety of activities which contribute to their development and they are becoming confident. They are generally well supported with their learning which encourages them to become independent, and they learn what they can do and know when to ask for help. Close and caring relationships with the staff increases children's sense of trust and feeling of belonging. They are given opportunities to play independently and with their peers. As a result they have a positive attitude to learning and are keen to join in and take part in all planned activities.

The quality of teaching is satisfactory. Children's personal and social skills and their self-esteem develops well as they play together. Practitioners understand children's needs and provide a wide range of activities to promote their learning. They have a working knowledge of the Foundation Stage, a suitable range of teaching methods and an adequate understanding of how young children learn and progress. They are however not secure in their knowledge and as a result few extension activities are offered to promote learning or challenge the more able child. Written planning is basic at present as new systems are being introduced. Staff discuss future planning on a weekly basis and are aware of their own roles and responsibilities. The plans identify the stepping stones to be attained, however resources and equipment are just listed and it is unclear as to how they link to the expected outcome. New systems are in place which are satisfactory, to observe, monitor and record children's achievements and to plan experiences that help children to take the next steps in their learning.

Children show confidence as they attempt tasks, for example when singing in front of the other children. They ask questions and are able to listen to others. They begin to recognise their names using cards at snack time and some begin to form letters. Children sit together and draw, colour and make marks to represent meaning and to send as letters, they then put them into envelopes and 'post' them. They look at the good selection of books and listen to stories and join in with enthusiasm when asked their opinion or questioned about what comes next. Children are beginning to make sense of numbers and sometimes use them in their play. They count items at snack time and begin to understand 'more' and 'less', however, limited extension is offered to further develop their learning. Children enjoy singing number songs and use a variety of equipment to develop their knowledge of size and quantity, for example as

they use water and sand. Children have many opportunities to learn about their own local community as they go out on visits to the local farm park and when out for walks around the village. Children reflect on how others live for example, through visitors such as a trainer of dogs for use in the community and the local post lady. They use a good selection of simple working technology well to support their learning and show a good awareness of how the 'DVD' and 'video' work. They develop and improve their skills as they use the computer which is also used to support other areas of learning. Children develop small hand skills as they use knives to spread butter and jam as they make sandwiches. They work safely with a variety of mark making equipment, scissors, simple tools, small world toys and play dough. Children use their imagination well during role play, as they pretend to be doctors, nurses and fireman. They have a good range of sensory experiences, including texture as they play with cereals and compost and taste and smell as they try a variety of different foods. Children enjoy listening to a variety of music and sing enthusiastically and develop good control and co-ordination as they take part in regular music and movement sessions.

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

The provision is good.

Children with special needs integrate well because suitable procedures are in place that are shared effectively between the parents and staff. Children's needs are effectively met by sensitive and caring staff and their self-esteem and confidence is promoted by good use of praise and continuous quiet support and reassurance. Children learn about the local community and wider world as they use resources, celebrate festivals and discuss interesting facts about different countries and lifestyles, which helps the children to value and respect others. This positive approach fosters children's spiritual, moral, social and cultural development well. Children feel a sense of belonging and understand responsible behaviour and work harmoniously with others. They begin to manage their own behaviour and some show consideration and caring attitudes when others are upset. Children are encouraged to share their understanding about right and wrong through discussion and behave generally well, and are well supported by staff who help them to share and take turns.

A good partnership with parents and carers contributes to children's well-being. Staff work closely with them to ensure that their needs are taken into account and their views listened to and acknowledged. Parents are informed about policies and procedures and receive a parent handbook. They are able to talk to staff on a daily basis, usually when collecting their child and they receive written progress reports once a term. Parents comment positively about the quality of care and the good progress that their children are making at the pre-school.

### **Organisation**

The organisation is satisfactory.

Children are happy and settled and good adult to child ratios ensure that children are

cared for and supported during their time at the pre-school. Children benefit from the effective organisation of the space and resources and these enable them to make choices and develop their ideas as they play. Indoor space is well laid out to maximise play opportunities for children, for example each room is set out with many activities to stimulate and interest the children, whilst allowing them time to play quietly should they wish to. The outdoor area is well used and further extends their learning opportunities.

Leadership and management is satisfactory. The staff team has developed effective procedures, which enable staff and parents to know how the setting operates on a day-to-day basis. The supervisor is new to her role and is currently attending training to gain a level three qualification. Staff show commitment towards their own personal development and are keen to improve their knowledge by attending all relevant courses and workshops. The supervisor monitors the plans and observes the teaching, however her lack of experience restricts her ability to give clear points for improvement. New staff receive verbal inductions however, these procedures are not fully effective in ensuring they have all required knowledge. Staff build effective relationships and get to know individual children well and help ensure that they feel secure and confident with their carers. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection staff were asked to develop systems to enable them to provide inductions for new staff, keep parents fully informed about the pre-school and the education provided and ensure that assessments were used effectively for children's next steps in learning and that registers were to be kept as required. Staff have developed new systems of assessment and these are working satisfactorily and parents are now more informed about the provision and their child's progress. This ensures that effective partnerships are in place that enhance children's care and education. Registers now ensure that staff are fully aware of how many people are on the premises to ensure they are kept safe in case of emergency. The induction system has not been developed and this will be carried forward from this inspection. Staff were also asked to develop their knowledge of the Foundation Stage and to use this knowledge to improve planning. They were also asked to improve their knowledge of child protection issues and local guidance. Staff have not yet addressed these issues and they will carry forward from this inspection.

### **Complaints since the last inspection**

Since the last inspection there has been one complaint relating to National Standard 12: Working in partnership with parents and carers regarding concerns over communication between the setting and the parent. Ofsted investigated all complaints and found the registered person continues to meet the national standards. The registered person remains qualified to provide sessional care.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- develop (staff's) knowledge and understanding of child protection issues and ensure the child protection policy is consistent with local Area Child Protection Committee guidance
- develop a system of induction which includes all required health and safety issues and child protection policies and procedures. Ensure that this is carried out within the first few weeks of employment

### **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):

- continue to develop the planning to ensure that a broad and balanced range of activities are provided, covering all areas of learning, and that clear learning objectives are identified stating how they will be achieved
- develop staff's understanding of the Foundation Stage and the early learning goals to ensure they understand the various areas of learning and how to use this knowledge to support and extend children's learning.

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