

Rosebuds Preschool

Inspection report for early years provision

Unique Reference Number	251615
Inspection date	13 June 2007
Inspector	Glenda Kathleen Field
Setting Address	Southwold Primary School, Cumberland Road, Southwold, Suffolk, IP18 6JP
Telephone number	01502 723137 School
E-mail	pre-school mobile 07768088642
Registered person	Rosebuds 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?

Rosebuds Pre-school was formed in 1995. It is managed by a committee of parents. The pre-school meets in the hall of Southwold Primary School and also has use of the library, quadrangle and playground.

Sessions operate during term time only and are held Monday to Friday from 09:00 to 11:45 and Thursdays 12:45 to 15:15. There are currently 13 children on roll of whom 10 receive funding for nursery education. There are no children with special education needs or English as a second language currently attending, however, effective procedures are in place to provide support if necessary.

Three staff are employed to work with the children of whom two hold relevant early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). They are members of the Pre-School Learning Alliance and have recently completed the Suffolk Quality Assurance Scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, for example, staff clean tables with anti-bacterial spray prior to snack time. Children are learning the importance of good health practices through the regular routines of the setting. They know to wash their hands after visiting the toilet and before eating snack. Children's well-being is further promoted because staff are well informed about any care issues they may have and all of the required documentation and consents are obtained to support this. Should a child become unwell whilst attending the setting, appropriate measures are in place to support them until their parent or carer arrives to collect them.

Children's dietary needs are met through the provision of a good range of healthy snacks. They are able to choose from a wide range of fresh fruit and vegetables such as apple, pear and grapes accompanied by sliced cheese. Children are taking part in activities that are teaching them how to keep themselves healthy, for example, children wash grapes in fresh water prior to eating at snack time. Fresh drinking water is available throughout the session enabling children to satisfy their own needs, should they feel thirsty.

Children's physical needs are well supported. They are able to move round the setting freely from one activity to another. They have access to an outside area where they use wheeled toys, play parachute games and enjoy sand and water play. They are able to practise their small physical skills through using scissors, pencils, brushes, and threading items. Children use malleable materials such dough to pinch and roll with their fingers and hands.

Following training, staff are becoming familiar with the 'Birth to three matters' framework and have started to incorporate aspects of the framework in their planning. Observations take place and are recorded in children's individual books.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, safe and secure environment. Children are kept safe by effective procedures in place such as the good routines for their arrival and departure, the effective monitoring of all visitors to the setting and the carrying out of risk assessments. However, raised paving slabs in the quadrangle, used for outdoor play, potentially compromise children's safety. The available space enables children to move freely around the setting and experience a range of activities to promote their overall development. Children are beginning to understand about keeping themselves and others safe when staff talk to them about sitting on chairs correctly. They are also learning how to keep themselves safe in an emergency by the practising of fire drills.

Children have access to a wide range of resources and activities which meets their needs in all areas of their development. These are easily accessible from low-level storage containers and child-size tables, children are able to self-select resources and gain independence through making appropriate choices.

Children's welfare is effectively safeguarded and promoted as staff have complete safeguarding children training and all have sound knowledge of the signs of abuse and neglect. The setting has a comprehensive policy in place detailing their responsibilities in protecting children, which

includes a procedure to be followed for any allegations made against staff or volunteers. Staff have a clear understanding of their role in protecting children and are able to put appropriate procedures into practice when necessary to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy being in the pre-school. They arrive enthusiastically and quickly settle at an activity from those available. Children respond well to each other and to staff. They are confident to talk to all adults, for example, a child asked the inspector "what are you writing?" and when the inspector told the child she was writing about the children playing the child asked "have you written about me?". Children's self-esteem is developed by effective praise from staff, displays of their art and craft achievements and photographs of themselves in the hall and entrance corridor. Staff are deployed appropriately to help and join in with children during their play. Staff are positive role models, consistent when modifying behaviour, and use effective strategies according to children's level of understanding, consequently children's behaviour is good.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff show sound knowledge of the Foundation Stage curriculum, and how young children learn. Children benefit from a variety of teaching methods used such as the appropriate balance of child-initiated and adult-led activities provided. Staff use effective questioning to help children to think, for example, at snack time a member of staff asked a child how he had spent his weekend. The child then told the adult and other children about his birthday party that had taken place on the Saturday and of friends who had been invited. Long, medium and short term plans are in place and cover all aspects of the curriculum. The plans are flexible if children's interest changes. Adult-focussed activities take place and include identified learning intentions. However, staff do not use the observations and evaluations that they make to identify the next steps in individual children's learning or to inform future planning. Children's achievement records are in place using the stepping stones leading to the early learning goals.

Children enter the provision very confidently, say 'hello' to staff and join their friends. They self-select their activities, both alone and with others. They maintain interest in an activity for quite some time, choosing to extend or change it. Photographs of the children are displayed in the hall and entrance corridor which adds to their sense of belonging. Children show interest in new people at the setting, for example, the inspectors, and ask what they are doing and why they are there. Children clearly know where the resources are kept and help themselves throughout the session, knowing that they have to tidy up once they have finished.

Children are good communicators, using full sentences and intonation in their voices when they express themselves. They are constructing grammatically correct sentences and are able to use words clearly to identify what they want. Children understand how to engage in a conversation, taking it in turns to talk and listen. They carefully and appropriately handle books, demonstrating they know print carries meaning. Children are all encouraged to access the book area during a quiet time, some like stories to be read while other children will happily look at the books themselves. There are opportunities for children to write and paint either using the writing area, which is well resourced, or the painting easel.

Children count reliably to 10 and some beyond this. They use action rhymes to count up and down as a group during singing times. Children are learning to use mathematical language to describe and compare shape, size and quantity through messy play and construction activities. For example, a child commented to a member of staff that the watering can she was using to water the plants with was empty. Children are able to identify various shapes and sizes such as curved, oblong, circle and square when completing construction activities. Children take part in simple calculating skills during everyday activities such as snack time.

Children are developing an awareness of their own needs and those of others as they participate in cultural celebrations such as Chinese New Year. They are learning about their community through visiting the life boat station, shops and wildlife park. Visitors to the setting include a music teacher, librarian, police and doctor. Children are learning how things grow, and what is needed to enable this to happen whilst caring for flowers they have planted. Children are learning about information technology by using the computer and programmable toys.

Children have access to a large outdoor play area. Activities such as wheeled toys, balls, sand and water play are arranged so that children have lots of opportunities to move around freely to support their physical development. When the weather is unsuitable dance, parachute games and whole group games take place inside. Children use tools such as, rolling pins and cutters, writing and painting tools, construction toys, for example, Duplo to develop their small physical skills.

Children explore colour, shape, texture, form and space in two and three dimensions as they handle the play resources. They use their imagination very well when playing with small world and construction resources. The home corner resources are popular and children make up their own scenarios, such as preparing a meal using the play food. Children explore musical tones and pitch during visits made by a local music teacher, playing musical instruments and singing during whole group time.

Helping children make a positive contribution

The provision is good.

All children experience a meaningful range of resources that promote a positive view of the wider world and increases their awareness of diversity and understanding of others. Children learn about their local community from visitors to the setting, for example, road safety officers and paramedics.

Children play together harmoniously and alongside each other, amicably sharing and taking turns with all the resources. For example, children play happily together in the outdoor area using a range of wheeled toys, sharing when requested to do so by each other. They experience good role models in the staff who treat each other, the children and the environment with respect. Children's behave well.

The setting has good procedures in place to care for children with learning difficulties and disabilities. The Special Educational Needs Co-Ordinator (SENCO) for the setting shows a good understanding of her role. Although there are no children with specific needs attending at present the documentation and knowledge required to support their care and aid their development is in place.

The partnership with parents and carers is good. Parents receive full information about the nursery and the Foundation Stage in the settings prospectus. Policies and procedures of the

setting are made available to parents. However, contact details for Ofsted are incorrect and there is no complaints log or procedure for sharing this with parents in place. Therefore, parents are not fully informed of factors that potentially impact on the children's well-being. Parents are informed about the groups termly plans which are displayed on the notice board. Children benefit from the close relationships built between parents and staff when they verbally exchange information at the start and end of the session. Parents are encouraged to view and contribute to their child's assessment records, however, few parents currently take up this opportunity. They, and their children, are supported through the settling in time. Staff ensure that they have all necessary information about children to enable them to provide continuity of care. Therefore, children's care is enhanced through a good working partnership.

Children's spiritual, moral, social and cultural development is fostered because they are developing confidence and self-esteem, behave well and are developing a good understanding of right and wrong. Children relate well to each other and staff, and are developing an understanding of their community through visitors to the setting and outings made. Children are beginning to show an appreciation of other cultures and beliefs through topics and activities offered.

Organisation

The organisation is satisfactory.

Children are cared for by staff who are well qualified and have a clear understanding of the needs of children. An induction procedure is in place to ensure all staff are aware of policies and procedures and are able to implement them. The setting is well organised to provide for the needs of all children. Daily routines provide opportunities for children to develop in all areas of learning, both inside and out. Most of the required policies and procedures are in place which ensure the efficient management of the provision. However, the daily register does not show accurate details of staff and children's arrival and departure from the setting. This potentially impacts on children's safety.

The leadership and management is satisfactory.

The organisation of the setting ensures that children are cared for in an environment where there are qualified and suitable staff to meet the needs of all the children attending. Policies and procedures protect children and are effectively implemented to promote all the outcomes for children. The management and organisation of the setting is pro-active in ensuring that the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. However, the involvement of some staff in the organisation of fundraising events would be better suited to committee members. All children are supported appropriately to achieve their potential by staff knowing their starting points and working with parents and carers to support this progress.

Staff have clear job descriptions which are used as a basis for appraisal. Good teamwork is developed and systems in place to ensure clear communication takes place between staff. Training needs are identified and opportunities provided for staff to access relevant courses. The quality of care and education is monitored to ensure strengths and areas for improvement are identified, with all staff working together to act upon them.

Overall children's needs are met.

Improvements since the last inspection

Following the last inspection the setting agreed to further develop the medication records and review the behaviour management statement to be in line with all other policies and procedures of the setting. The medication records now meet requirements and the behaviour management statement has been reviewed. This ensures the welfare of children attending the setting.

The key issues regarding nursery education were to provide more opportunities for children to develop their emergent writing skills, continue to develop the system of assessment and record keeping to ensure that observations of children are used to inform future planning. Plus improve the system in place to monitor the quality of teaching taking place. An annual staff appraisal system is now in place to assist in the monitoring of the quality of teaching taking place. Further opportunities have been introduced to develop children's emergent writing skills, however little progress has taken place in the development of assessment and record keeping to ensure that observations of children are used to inform future planning. Therefore, this is still an area for improvement.

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

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 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 outdoor play area is safe for children's use: this refers to the raised paving slabs
- ensure an accurate record is kept of the arrival and departure times of children and staff
- further develop the complaints procedure to include contact details of Ofsted and a log of complaints to share with parents.

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 assessment and evaluation of children's progress to identify the next steps in their learning and to inform future planning.

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