

Blue Roof Pre School

Inspection report for early years provision

Unique Reference Number	205376
Inspection date	13 December 2007
Inspector	Saida Cummings
Setting Address	Perdiswell Young Peoples Leisure Club', Perdiswell Park, Droitwich Road, Claines, Worcester, Worcestershire, WR3 7SN
Telephone number	01905 451372
E-mail	
Registered person	The Young People's Leisure Club
Type of inspection	Integrated
Type of care	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.

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?

Blue Roof Pre-School is managed by Perdiswell Young People's Leisure Club Trustees. The setting opened in 1968 and operates from within a youth and community centre situated on the northern outskirts of Worcester city. All children share access to a secure enclosed outdoor play area. A maximum of 52 children may attend at any one time. Children from the age of two to under eight years of age attend the setting. The pre-school mainly serves children from the local and surrounding areas. The setting is open each weekday from 08.00 to 16.30 during term time.

There are currently 45 children aged from two years and two months to under five years on roll. Of these, 29 children receive funding for early education. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The pre-school employs eight members of staff. Of these, five hold appropriate early years qualifications and one staff member is currently working towards a qualification. The setting

receives support from the local authority and is currently working towards the Growing Together Quality Assurance Scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is protected because staff recognise and reduce any possible risks. They help children to develop an understanding of how to lead a healthy lifestyle. Children are beginning to develop self-care skills during daily hygiene routines which include independently washing their hands after outdoor play, toileting and before meals. The risk of infection to children is reduced as parents and carers are made aware of the guidelines followed and children are not cared for if they have an infectious illness. There are appropriate procedures in place for dealing with any accidents, administering medication if requested and initially gathering information from parents and carers concerning individual children's health needs. Children are building up their independence through daily routines, such as putting on and taking off their own coats.

Children are learning to gain control of their bodies and move confidently around the setting. They take part in planned and spontaneous indoor physical activities to help use different parts of their bodies, such as taking part in music and dance sessions. They learn how to use different parts of their bodies, such as stretching their arms up high and then touching the ground with their hands. Children benefit from the many opportunities for daily fresh air and exercise. They are able to develop their physical skills on a regular basis as outdoor play is timetabled into each session. They readily join in with planned and spontaneous physical activities, such as skilfully using the climbing frame and manoeuvring on various wheeled toys. They are challenged when using the range of outdoor play equipment as there are different types which are suitable for the different age groups.

Children are very well nourished and enjoy a varied and interesting diet. They are provided with a wide variety of nutritious and healthy snacks and drinks. Staff create a lovely relaxed atmosphere during snack times as they set up a 'café' area which enables children to choose their snacks and drinks. They are also able to choose when they want to eat their snacks as the 'café' remains open until all children have eaten. This encourages their independence and decision making skills. Parents and carers provide a packed lunch which is stored safely. Lunch times are relaxed, social occasions when children and adults sit together around the table to enjoy their food and each other's company. Drinking water is available at all times, through jugs and cups placed on a low-level table, and children also bring their own bottled drinks which they enjoy with their packed lunches. Children's understanding of healthy eating is well supported with cooking activities, tasting sessions and positive support ensuring they develop a clear understanding of why some foods are healthier than others.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming, secure and safe indoor and outdoor environment. They play safely both indoors and outdoors due to staff's rigorous safety procedures. Detailed risk assessments ensure that all potential risks to children have been carefully considered and effective procedures and practices are put in place to minimise these. Children are able to develop their confidence in a very safe environment as the indoor furniture and equipment are set out to enable them to move freely and safely. They are also kept safe when using the

outdoor play area as this is fully enclosed and outdoor safety flooring is in place. There is a high ratio of well qualified adults to the number of children present and staff are carefully deployed, ensuring children are always well supervised.

Children have access to safe, clean and age-appropriate play equipment and resources. Staff follow very good procedures to ensure all equipment is regularly cleaned and checked for safety. Children are made aware of the safety rules through appropriate discussions and during everyday routines. They are taught not to run indoors, not to climb onto chairs and how to safely use the outdoor play equipment. Children take part in regular emergency evacuation drills which helps to develop their understanding of the action they should take in the event of a fire.

Children are safeguarded as there are very good collection procedures in place which are shared with all the parents and carers. Their welfare is very well promoted by a team of staff who have a good understanding of the issues surrounding child protection and recognise that this is their first priority. Staff are vigilant, aware of the signs and symptoms of possible abuse and are aware of the appropriate procedures to follow should they have any concerns about a child. Most of the staff have completed appropriate training and they are all aware of the Local Safeguarding Children Board guidelines. The child protection policy is shared with the parents and carers to ensure they are made aware of the staff's responsibility as child carers.

Helping children achieve well and enjoy what they do

The provision is good.

Children are developing their independence physically and emotionally. They separate happily from their parents and carers and are warmly greeted by the staff. Children are happy, socialise well, are busy and engage in purposeful and meaningful activities throughout the sessions. They benefit from a stimulating and exciting care and learning environment where they make very good developmental progress. They are confident and are building up their self-esteem. Staff are very attentive to children's individual needs and interact well with them. The 'Birth to three matters' framework is well established for the younger children and ensures a variety of activities are offered to support their development. The youngest children are encouraged to join in group activities whilst receiving sensitive support from staff who understand the needs of this particular age-group. The interaction between the younger and older children helps to develop a caring, social group who learn from each other.

Children use the well-resourced environment to learn new skills and are very well supported by friendly and knowledgeable staff. They are able to self-select from a wide variety of age-appropriate play equipment and resources which enables them to instigate their own play and use the toys and materials to engage in meaningful play. They are given time to concentrate and complete their chosen tasks. Planned activities are adapted accordingly depending on children's abilities and stages of development. Staff know the children very well and use their observations to plan stimulating activities for individual children to ensure they are able to join in at their own level and to move on to the next stage in their development.

Nursery Education.

The quality of teaching and learning is good. The effectiveness of curriculum planning for all children is achieved because each staff member takes responsibility for a small group of children as their key person. They successfully use observations and discussions with parents and carers to devise individual play plans for each child. This ensures each individual child is given the opportunity to develop at their own pace. Staff set achievable targets for each child to progress

or to challenge them in specific skills. The planned activities are effectively evaluated to ensure children's learning objectives are met and staff skilfully use this information to adapt or extend further planned activities. Consequently, children are making very good progress in all areas of learning. Children are motivated, enthusiastic and keen to learn. Staff plan interesting activities and make very good use of the available resources to motivate children and to help them try new and different experiences. The flexible timetable is used effectively to provide children with appropriate facilities and experiences. Staff plan sessions to ensure children's play is not interrupted and that they are able to develop their independence. For example, circle time is carried out with small groups of children in the middle of the session whilst other children are able to carry on with their chosen activities.

Children's personal, social and emotional development is very well fostered because of the staff's knowledge and understanding of how young children learn and progress. They form positive relationships with staff and each other. They develop increasing independence in many areas and manage tasks for themselves. For example, at lunch time they fetch their own lunch bags, attempt to open their own food wrappers and tidy away after themselves. The staff consistently and positively interact with the children to encourage their interest, involvement and learning. Children's behaviour is managed very well as staff hold appropriate discussions to encourage them to play safely, think about their actions and to be kind to one another. As a result, children are generally well behaved which enables them to progress as there is a positive learning environment. Physical development is thoroughly promoted both indoors and outdoors. They have space to explore and use their imagination when using the outdoor play facilities. They confidently use various play equipment to help them balance, climb, slide and pedal. They skilfully use the wheeled play equipment, such as balancing on scooters and reversing in cars.

Children have opportunities for writing during specific planned activities and as part of their everyday play. Staff ensure various writing materials are made available at all times to encourage children to develop their writing skills. Communication skills are promoted very well through relaxed conversations and an interest in what children have to say. Children enjoy stories and spontaneously use the book corner to look at books which interest them. They also have the opportunities to join in at story time. However, their involvement is sometimes hindered when this particular part of the session is not effectively organised. Children use number and mathematical concepts in their play and everyday routines. For example, they collect various items from around the room, counting and placing them in numbered paper bags, making sure they collect the correct number of items to match the number showing on their bag. Children recognise different shapes and use the correct name for the shape. Their spatial awareness is encouraged through everyday activities, such as when finding a space before physical play.

Overall children make good progress in all areas of learning. They are enthusiastic and enjoy an interesting range of well-resourced creative activities. They are able to create their own paintings and drawings as they have various opportunities to take part in art and craft activities. They take pride in their creations which are colourfully displayed throughout the setting. Children play imaginatively and co-operatively when they join in with the interesting range of available activities. They are very successful at linking their own experiences into their imaginative play. For example, they independently use the dressing up clothes to engage in role play, set up 'tea parties' for their friends and pretend to care for their 'babies' whilst taking them for walks in the pushchairs and rocking them to sleep. Staff encourage children's involvement by asking open questions which encourage children to think for themselves and help them to extend their play further. Rotational planning ensures a good range of construction play equipment, media and materials are offered for children to design, build and adapt. They have regular opportunities to investigate, explore and use their senses. An example of this is

when they plant flowers during outdoor play, filling pots with soil, using trowels and wheelbarrows to help them with the task. Children have many opportunities to use information and communication technology as part of their everyday play. They skilfully manoeuvre the mouse to play age-appropriate computer games which include sequencing, matching and sorting games.

Helping children make a positive contribution

The provision is good.

Children gain confidence in an environment where they feel comfortable and secure. Their individuality is valued and staff help them to feel good about themselves by frequently providing positive support, praise and encouragement. There are plenty of opportunities for children to be valued and their individual personalities are recognised and affirmed. Settling-in routines are organised for new children and time allowed to share information about their individual needs in order to establish arrangements for their care. Parents and carers are provided with good quality information about how the setting is organised and are made aware of the activities their children have taken part in through discussions and the displayed information.

Children are encouraged to be involved and staff ensure all children are included. There is an effective equal opportunities policy in place which is implemented by all staff. There are excellent procedures in place for caring for any children with disabilities and/or learning difficulties. Staff are experienced and show a very good awareness of how to ensure children's individual specific needs are met. They work alongside parents, carers and outside agencies to ensure individual care or educational plans are implemented to help all children reach their full potential. There is also an effective procedure for working with any children who speak English as an additional language. Any children with a specific need are included in the life of the setting as activities are adapted appropriately to ensure all the children are able to progress at their own pace.

Children develop a positive understanding of the wider world as they play with special resources that help them to acknowledge a diverse society. Positive role models are seen as they play with dressing up clothes, small world toys and books. Their awareness of the world around them and the wider society is encouraged through a range of activities and outings. For example, they take part in local outings and enjoy investigating their local surroundings. Children receive lots of praise and encouragement to help them understand what is expected of them. They are able to follow adults' instruction and hold discussions concerning safety rules and behaviour. They work and play well together, taking turns and sharing. Staff are good role models for the children, praise and encourage children's positive behaviour and ensure there is a consistent approach. Any behavioural issues are dealt with appropriately and sensitively. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers of funded children is good. Staff are very aware of the importance of involving parents and carers in the life of the setting and their children's development. They work well together to fully promote children's progress by identifying their starting point and carefully planning the next steps to enable them to develop their skills. Staff establish a very good relationship with parents and carers which contributes significantly to children's well-being in the setting. The parents and carers are provided with very good quality information about the setting which includes information about nursery education and how children work through the Foundation Stage curriculum. They are kept very well informed of what their children do and their achievements through daily discussions which include the activities their children have enjoyed taking part in. There are some links between home and

the setting to extend and involve parents and carers in their children's learning and experiences. However, this needs further development. For instance, how they can help their children link letter sounds and recognise the written letters during everyday home routines, whilst shopping and when out walking. Parents and carers are involved in the decisions of how to help their children take the next step in their progress through regular informal verbal exchanges and involvement with their children's progress records.

Organisation

The organisation is good.

Children's care is supported by enthusiastic staff and strong management. The organisation of all aspects of the setting has developed and hugely improved with a strong focus on developing the outdoor play facilities and children's care and early education. A happy, relaxed and friendly environment is offered where children are safe, well cared for and able to make very good progress. Staff plan stimulating activities using the broad range of interesting resources to enable children to be involved in meaningful and purposeful play. This is an ongoing priority for the setting's development and forms part of their proposed progress strategies. Although most children are able to take part in all the available activities their involvement is sometimes hindered when large group activities are planned. For example, the story time sessions are not always effectively organised to ensure all the children are able to take an active part. Consequently, this potentially impacts on some of the children's learning and involvement at these particular times of the day. The service is regularly reviewed as parents' and carers' views and suggestions are taken on board and whenever possible changes are made to accommodate any requests.

The effective policies and procedures work in practice to promote children's health, safety and well-being. There are many detailed documents in place. These are regularly reviewed and updated, taking into consideration current legislation affecting the care of children. Appropriate recruitment and vetting procedures are in place which ensure children are well protected and cared for by staff with knowledge and understanding of child development. Parents and carers are kept fully informed of the setting's events through regular newsletters and notices. There are effective and very good systems in place for keeping the required records. Children's care is enhanced because of the expertise of staff and the good quality organisation. The professional development of staff is encouraged through a system of appraisal and training. Children benefit from the staff's commitment to further development as any new procedures or good practice is implemented into the care and education provided.

Leadership and management for nursery education are good. The management and staff are committed to developing high quality through continual review and monitoring. They have clear aims and there are good strategies in place to evolve and develop the provision. The effectiveness of curriculum planning for all funded children is very good. Staff have an excellent knowledge of how young children learn and incorporate this into the sessions, using effective questioning and ensuring they supervise the children without inhibiting their ideas and imagination. In this way, staff ensure children are progressing through the stepping stones towards the Early Learning Goals. They work closely together and are flexible in their teaching approach to ensure individual children's needs and interests are catered for. The key person system is exceptional in identifying children's strengths and weaknesses and in providing assessments that help staff to provide children with individual support and personalised learning. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider agreed to develop the healthy and hygiene procedures concerning nappy changing, develop the risk assessment and to review the special needs policy.

There are now appropriate nappy changing procedures in place which include ensuring the area used is regularly cleaned and that staff use disposable gloves and aprons. The risk assessment has been extensively developed and is now specific to the pre-school. This takes into consideration all the areas used by the children, activities, outdoor play and outings. The manager and staff complete daily risk assessments to ensure all hazards to children are minimised.

The written special needs policy has been developed and now reflects the latest legislation. All staff, parents and carers are made aware of this policy which enables all relevant parties to work together to ensure the needs of any children with learning difficulties and/or disabilities are fully met.

As a result of these improvements children's health, safety and well-being is assured.

Nursery Education:

At the last nursery education inspection there were three key issues agreed: to ensure children have regular opportunities for outdoor physical play and to use more challenging equipment; to review the arrangements for the changeover routines to ensure children have sufficient adult support; and to continue to build on children's understanding of letter sounds and opportunities to solve simple number problems.

The outdoor play facilities have been extended and children now have regular access to outdoor physical play. This is timetabled into each session and organised so that children can choose to play indoors or outdoors. Further outdoor play equipment has been purchased and all children are now challenged when using the various and exciting range of resources. This includes using a large climbing frame and different sized wheeled toys. As a result of these improvements all children now have many opportunities to build on and develop their physical, steering and pedalling skills.

The circle times have been reviewed and are now carried out in small groups during the middle of the sessions without breaking up routines. This also includes snack times which are organised in a 'café' style to enable children to eat their snacks when they wish. As a result, children are able to continue with their play as there are no times during the sessions when they have to sit and wait for further activities to be set up. Children are also able to help themselves to the accessible resources which are stored in labelled boxes. This enables them to instigate their own play and extend their imagination. There are now more adults available during group activities who sit with the children to support and enable children to concentrate and take part. However, the organisation of the story-time sessions need further development to ensure all the children are able to be involved and take an active part. A further recommendation was agreed concerning this.

Children's understanding of letter sounds is now incorporated into daily routines and free play. For example, children use their name cards to self-register at the beginning of each session and are starting to recognise the different letter sounds that form their names. They also recognise the letters in their own names which are the same as the ones used in their friends' names. Children now have many opportunities to solve simple number problems, such as using

simple subtraction and addition when using the imaginary play equipment. For example, they count up the number of play food items they have, then how many are left when some are taken away and how many there are when some are added. As a result of these improvements children have more opportunities to link familiar letter sounds and solve simple number problems.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents and carers, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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 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):

- review the organisation of the large group activities to ensure all children are purposefully engaged and are always able to take part (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):

- develop further the information shared with the parents and carers to ensure they are given more opportunities to be involved in their children's learning in a variety of ways (also applies to care).

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