

Roxwell Pre-school

Inspection report for early years provision

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Inspector	Julie Ann Birkett
Setting Address	Memorial Hall, The Street, Roxwell, Chelmsford, Essex, CM1 4PA
Telephone number	078378874155
E-mail	jenny.hands@tesco.net
Registered person	The Trustees of Roxwell 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?

Roxwell Pre-school is a committee run group. It opened in 1977 and operates from two rooms in the memorial hall in the centre of Roxwell. A maximum of 26 children may attend the group at any one time. The pre-school is open each weekday during school term times from 09:30 to 12:30 with an optional lunch club until 13:00 for the older children who attend afternoon school sessions. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from two to under five years on roll. Of these, 12 receive funding for early education. Children come from both the local and wider catchment area.

The setting employs six staff. Two of the staff, including the manager hold appropriate qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is promoted because staff follow appropriate health and hygiene procedures in the setting. For example, play tables are cleaned with anti-bacterial spray before children sit and eat at them. Children are protected from cross-infection through a sick child exclusion policy and procedures to alert parents and carers if children become ill while at the setting. There a number of first aid qualified staff on the premises at all times to ensure children's minor accidents can be dealt with appropriately.

Children enjoy a varied range of healthy snacks and they are generally happy to try different foods to develop their tastes. For example, they eat poppadoms and naan bread and decide if they like the mango chutney as a dip. A child exclaims that dried apricots are 'really lovely'. Children have access to drinking water throughout the sessions in their own sports beakers and they are able to choose from milk or water at snack time. Children enjoy the social atmosphere of snack time; sitting chatting with their friends and staff.

Children have access to a safe and enclosed garden for outside play where they benefit from daily planned times in the fresh air. They develop their independence and fine motor skills as they learn to put on their own coats to wrap up warm before going outside. The children's co-ordination and strength is promoted as they climb over and through the wooden frame and use the slide. The children bounce energetically on the small trampoline until they become so hot coats are taken off. The children have space to run around freely; chasing each other and developing their hand and eye co-ordination as they throw, catch and kick balls. Indoors the children enjoy curling up in smalls balls like hedgehogs and jumping like rabbits.

Children are provided with healthy living options such as daily exercise, healthy eating choices and they know they have to wash their hands before eating and after using the toilet. However, staff are not pro-active in helping the children understand why these routines are important in their daily lives to ensure they develop positive attitudes for their future good health.

The staff work well in partnership with parents and carers to promote the children's good health. For example, medical conditions and allergies are recorded and shared with staff so that children's individual needs are met. Accidents are recorded so that parents and carers are aware and are able to follow up with any after care if required.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are becoming a little shabby with age and the setting are restricted in the amount of displays they are able to put up. However, children and their families are made to feel welcome by the warm greetings they receive at the beginning of the day.

The premises are secure so that children are not able to leave unsupervised and unauthorised persons do not have access to the children. Procedures and documentation such as a visitors book, an uncollected child policy and consent for collection of children also protect children from harm. The children are able to play freely and safely because staff are very conscientious in their daily checks to the indoor and outdoor premises. Children benefit from outings and their safety when out of the setting is considered very well and demonstrated through a detailed

outings policy. Equipment, furniture and resources are checked regularly to ensure they are safe for children to use.

The children are beginning to learn how to keep themselves safe through their daily routines. For example, they know the correct way to use the slide so that they do not hurt themselves or others. They practise fire drills regularly so that they learn how to get out of the building in emergencies. The children also work on planned topics to raise their awareness of their own safety such as 'community helpers' and 'stranger danger'. Children also benefit from visits from the fire service to increase their awareness of safety in the home.

Some staff have attended recent safeguarding children training and have shared their updated knowledge with their colleagues at staff meetings. The staff have a good understanding of possible signs and symptoms of child abuse and neglect and the appropriate referral procedures. There is a safeguarding policy in place which outlines the procedures the setting would follow with any concerns regarding the children. This policy is available to parents and carers so that all are aware of the setting's responsibility to protect the children they care for.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children come into the pre-school eager to start their day and are happy in their play and learning. They act confidently in the secure environment and understand the pre-school routines well. For example, they know there are two sessions to the morning that snack time comes in the middle of these.

The younger children are developing their confidence and are able to act with some independence in their environment such as being able to choose between the activities set up for them on arrival. The children are able to select some equipment for themselves from storage boxes such as writing materials from the art unit. However, this is rather limited and inhibits the children's ability to make further choices and decisions in their own play and learning.

The younger children particularly enjoy the sensory experiences provided for them such as modelling dough, paint and sand. They benefit from opportunities to be active as well as quiet areas where they can rest and be quiet if they choose. Children are generally engaged with the activities of their choosing such as imaginative play, drawing and outdoor play.

The children develop firm social relationships with staff and their peers and staff show interest in what the children say and do. For example, in the garden a child suggests a new game of 'sly fox' to a member of staff who listens attentively and then encourages all the children to play it.

The younger children benefit from staff's use of the 'Birth to three matters' framework in planning and providing age-appropriate activities and experiences.

Nursery education.

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals in relation to their starting points. Staff have an appropriate understanding of the Foundation Stage and how the children learn through their play. The staff make regular observations of the children which they use to update the children's assessment records and to help them understand what the children can already do and help them plan for the children's next steps. Written curriculum planning systems are in place and

cover the six areas of learning. However, overall the learning environment is not well-planned to ensure the more able children are provided with varied and stimulating activities which challenge and motivate them to continue to make progress in all six areas of their learning.

Children are able to maintain interest in activities which motivate them. For example, they devise imaginative role play games; organising their friends into roles and develop a clear story line in their play. The children are able to concentrate on tasks such as completing puzzles or making a construction model. Children are learning the importance of listening as they attentively take part in 'show and tell'. They talk about the sounds of different letters and rhyming words. At the writing table children develop their emergent writing skills learning how to form letters with some of the more able children already writing their own names. The children learn to recognise their names as they find their name cards and post them each morning. The children are beginning to understand that the written word has meaning as they share books with staff and see some written words in the environment.

Children are given opportunities to practise their counting skills as they count each other in the morning. The children begin to learn about measurement as they compare big and small balls of playdough and make long and short lines with construction toys. The children's early geometry skills are developed as they build using 3D shapes and make sand pies. Children design and build with a good range of construction materials. Their fine motor skills are also developed as they use a range of small equipment such as scissors, rolling pins and pencils.

Children have access to a computer and other simple technology toys such as keyboards to develop their skills and understanding. The children concentrate well as they carefully decorate tea lights and pick up small sweets to decorate their cakes. The children's early understanding of the natural world is developed as they explore the garden, hunting under the bushes for bugs and worms.

Children use their imaginations freely as they pretend to be 'mummies and daddies', taking their babies for walks in the buggy. In the florist role play area the children make up bunches of flowers, exchange money from the till and talk about who they will give the flowers to and why. The children also show their imaginations as they take part in creative activities such as painting, drawing and collage.

Helping children make a positive contribution

The provision is good.

Children develop a sense of belonging to the group as they find their names in the morning and see some of their artwork displayed around them. Paintings are instantly displayed showing the children that their work is valued by the staff.

Children understand responsible behaviour and work harmoniously with others. For example, a small group of four-year olds acting together to work out how to complete a large floor puzzle without adult intervention. The children learn to respect others and to show care and concern for each other. Through conversation with staff, stories and role play the children learn how their behaviour affects themselves and others and the importance of being kind and considerate. The children learn to share and take turns and to listen to each other and they are polite and helpful. The children's self-esteem is fostered through lots of praise and encouragement. The 'wow wall' displays written comments about particular children's achievements which enables everyone to appreciate and value what the children have done.

Children are encouraged to talk about their own needs and feelings. For example, at register time they are asked where they would like to sit and why and staff are happy to accommodate the children's preferences. Pictorial and written signs around the room help children understand what is expected of them so that they are able to act accordingly. For example, the message 'we sit quietly in the book corner' with a photograph of children busy at their books encourages children to do the same.

There are good systems in place to promote the welfare and development of children with learning difficulties and/or disabilities within the setting in partnership with parents and carers and other relevant parties. There is a suitably trained member of staff who co-ordinates the sharing of information to enable all staff to meet the individual needs of the children and plan for their ongoing progress.

The children learn about their local environment through good planned activities such as visits to the mobile library service and village walks. The children develop an understanding of the wider world where they see positive images around them such as images of people signing words and activities in the 'our pre-school book' on display in the book corner. This book also reinforces the pre-school routines and rules such as only two people at the computer at any one time and that aprons have to be worn at the water tray. Children develop an understanding of people's differences and similarities as they work on topics around world festivals. For example, they look at pictures of celebration food for Diwali and use sweets and icing sugar to decorate their own cakes. The staff use the children's own experiences of firework night to help them understand the 'festival of lights' as they decorate tea light holders in bright glitter. The children's spiritual, moral, social and cultural development is fostered.

Parents and carers are well informed about the setting, what their children do and how they learn through a number of positive measures. An induction programme for all parents and carers is in place which enables them to talk through the range of policies and procedures which underpin the pre-school working practices so they are fully aware of the setting's principles. An informative prospectus provides practical information for parents and carers and also outlines the two curriculum frameworks staff use to help their children make developmental progress. Existing parents and carers are updated regularly through newsletters and the notice boards in the setting. There is an open door policy and the parent and carer rota encourages parental involvement in the day to day organisation of the setting. A suggestion box in the reception area encourages parents and carers views and ideas. Key worker meetings are available by appointment for parents to discuss their children's progress and open evenings are also provided. Staff send home two copies of a termly report on the children's progress; one copy for the parent or carer to keep and another to be returned to pre-school with their own comments on their child's development.

The partnership with parents and carers for children in receipt of funded early education is good. Parents and carers are informed about what their child and staff are working towards via the termly reports which enables them to support their child's next steps in learning in partnership with the staff. The pre-school has strong links with the main feeder primary school and this provides smooth transitions for children and their parents as they make the big step into main stream school.

Organisation

The organisation is good.

There are good systems in place to ensure that staff are appropriately vetted and suitable to work with children. The setting are currently working on their development plan to enable all staff working with the children are Level 2 childcare qualification or higher. Staff take part in yearly appraisals to highlight areas for professional development. These also provide good opportunities for the staff to make a positive contribution to how the setting is run and share ideas on good working practices with their committee.

Staff are provided with very good opportunities to attend further training both long term and short courses to enhance their skills and knowledge and ultimately to provide positive outcomes for children. There is a stable team of staff who work closely together and they share ideas and views on a daily basis. Regular staff meetings also ensure there is good communication in the team. The staff discuss and plan activities for the children together, using their knowledge of their key children, so that all staff are involved and knowledgeable about the intended learning experiences for the children.

The staff have to work around other users of the hall and this has some impact of how sessions are organised. For example, they have to clear large pieces of equipment away during the sessions to ensure the main hall is empty before other users arrive in the afternoon. However, the use of the annex room and the garden area enables this to be done smoothly and with little impact on the children.

Good organisation of time and the deployment of staff ensures that children are provided with sufficient adult support as well as enabling daily chores and tasks to be undertaken without any compromise in the care of the children. The children benefit from the good staff to child ratios each day to ensure their individual needs are met well and they are provided with appropriate care and support.

There is a very well organised operational plan in place outlining the aims and objectives of the group and includes an extensive range of policies and procedures which underpin the good working practices in the pre-school. This is regularly reviewed by the committee and staff to ensure it is still an active and living document. Overall children's needs are met.

Leadership and management is good. The management team and the committee have a strong vision for the personal development and achievement for all children. The committee are very supportive of the staff and regularly come into the setting to make observations and to build good working relationships with their team. The manager also works well with the staff and is able to direct and support them in their daily work with the children.

All staff contribute to making evaluations of the activities and experiences they provide for the children which enables them to monitor what works well and what is less effective for future reference. This information, along with other systems enable the committee and management team to produce a well considered action plan for pre-school development and ultimately to improve outcomes for children. The committee and staff are committed to promoting an inclusive environment in which every child matters.

Improvements since the last inspection

Since the last inspection the setting have improved hygiene procedures by ensuring hand washing facilities and the organisation of nappy changing equipment promotes the children's

good health and safety. Contact details for outside agencies such as the Local Safeguarding Children Board and police are now ready available in the setting. This information supports staff in any implementation of their safety policies and procedures in an emergency and therefore further promotes the protection of children.

At the last funded nursery education inspection the provider agreed to develop learning opportunities for children in the area of mathematics and problem solving and through the use of a wider range of core activities. Now the children practise their problem solving skills as they sort, match and classify everyday things such as their plates and cups at snack time. The children learn about numbers as they play; counting how many children are present and how many chairs are needed for the children sitting at the table. The children develop their mathematical skills through games such as 'What's the time Mr. Wolf' and they sing number rhymes regularly. The children are now provided with more opportunities to enjoy basic core activities such as sand, water, play dough and construction activities which are now set up each day so the children can develop and consolidate their own explorative learning through these important experiences.

The setting were also asked to increase the amount of information available to parents and carers about their child's progress. Since the last inspection a number of measures have been introduced to make parents and carers aware of their child's progress and, as previously outlined in this report, the sharing of information regarding the children's progress is now a strong area in the setting.

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):

- provide further opportunities for children to learn about personal hygiene and healthy living
- improve children's independence skills through the provision of a wider range of readily accessible equipment.

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 the curriculum planning further to ensure the more able children are provided with stimulating and challenging experiences and activities to enable them to make 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