

Round Green Pre-School

Inspection report for early years provision

Unique Reference Number	155775
Inspection date	27 November 2007
Inspector	Margaret Coyne

Setting Address	St. Christophers Church Hall, Felix Avenue, Luton, Bedfordshire, LU2 7LE
Telephone number	01582 483 709
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Registered person	Round Green 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?

Round Green Pre-School has been open for many years. The group operate from a church hall in Luton, Bedfordshire. They have access to the main hall and Jubilee room, a kitchen and toilets. All children have shared access to a secure, enclosed outside area. A maximum of 30 children may attend the pre-school at any one time. The group is open each weekday from 09.30 to 12.00 for 38 weeks of the year.

There are currently 31 children aged from two years 10 months to under five years on roll. Of these, 26 children receive funding for early education. Children come from a local catchment area. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs six staff. Of these, three staff, including the manager hold appropriate early years qualifications and two staff are working towards a qualification. The pre-school receive support from a qualified teacher and the local authority and are run by a committee made up of parents.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of personal hygiene through well-organised routines and good role modelling by staff. They wash their hands after using the toilet and know to wash them again after messy activities and before snacks. Low steps help children reach toilets and sinks increasing their independence. Bowls of frequently changed water in the creative area and snack area ensures children can act independently learning self-care skills. The children are protected from infection through the well-managed hygiene routines which are practised by the group, such as the high standard of cleanliness of the premises and equipment and the exclusion of children who are unwell. Staff are well informed about the children's health and effective documentation is in place to support this. Suitable consent has been gained to administer medication, first aid and to seek emergency treatment. Four members of staff hold a current first aid certificate and staff have also received training to administer an Epi-pen if required in order to act in a child's best interests. Children's health and safety is protected because of the staff's team knowledge, understanding and confidence to administer first aid. Accidents are documented to ensure a full record is kept and duplicate sheets are given to parents to notify them of any accidents that may have occurred during the session. This good practice ensures children's health and well-being is maintained.

Children enjoy their snack time as they sit in small groups with staff. This is a lovely social experience as children interact, join in conversation and learn table manners. They gain an understanding about healthy foods through the varied and nutritious snacks on offer such as a variety of fruits, vegetables, bread sticks and cheese. Parents are encouraged to participate as staff provide them with information about healthy eating and how they can contribute healthy food items for snack time. Children can choose between milk or water and they are able to independently access drinking water throughout the session. The group are working towards the healthy eating award for under fives. Staff take account of parents' wishes and any dietary needs of the children. Extra care is taken if any child has an allergy or dietary requirement when planning snacks or cooking experiences. Many opportunities take place for children to learn about food that is good for us, food preparation and cooking experiences. They have made cakes, soup, fruit salads and different types of bread from different cultures.

Children enjoy a range of physical activities which contribute to a healthy life style. They confidently use their physical skills to access a range of equipment. Staff ensure children experience a variety of ways to move their bodies as they use sit and ride cars, bikes and tricycles. They learn to negotiate obstacles and use a one-way system in the outdoor area to avoid traffic jams. Children learn about the effect exercise has on their bodies as they take part in a range of stretching movements and simple exercises to warm up their bodies on a cold day. They do actions to a music tape following instructions to move in a certain way. Children's dexterity and hand and eye coordination is enhanced through the use of one-handed tools. They knead salt dough into shape, manipulate small objects and build complex shapes and buildings with bricks. Children have regular opportunity to get fresh air as they enjoy walks in the local area and use the outdoor areas of the pre-school.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is paramount to the organisation of the group. Staff recognise hazards and take positive steps to minimise these. A thorough and comprehensive risk assessment is carried out on the premises, outings, toys and equipment. This clearly identifies any areas of risk and steps are immediately taken to minimise these to ensure children's and staff's safety. All other safety measures are in place to protect the children and safeguard their welfare. For example, high sockets, locked outer doors, fire safety equipment and a soft safety surface in the outdoor area. The activities are well planned with lots of space for children to move freely and safely around them. Thorough safety and security precautions are in place to promote and safeguard the children's welfare. For example, children are only collected by authorised adults and a password system has been introduced. Staff help children gain an awareness of keeping themselves safe in pre-school as they explain and practise simple procedures such as emergency evacuation, escorting children to the toilets and explaining the boundaries in place to help keep them safe. Children know to walk inside, to put chairs under the table and pick up toys in case someone trips and falls. Staff explain safety aspects to the children in a simple but positive manner aimed at their level of understanding. This enables them to operate safely within their environment. A safety week is planned each year to teach children about road safety, stranger danger, safety around water and in the sun and what to do to keep safe if they were to get lost.

Children use a range of safe, well-maintained and developmentally appropriate resources. All items are regularly checked for safety. The staff deployment and supervision ensures children access the activities safely. For example, limiting the number of children around the sand tray and reminding children about staying safe when going on the stage to play. Equipment and activities are attractively presented. A variety of items to encourage children to take part provide stimulating and challenging opportunities for play and learning. However, some resources are limited, such as toys and equipment to promote equality of opportunity and resources to make the book area comfortable and inviting to encourage children to access books for pleasure.

Children are well-protected. Staff are knowledgeable about child protection and all policies and procedures are up to date and have regard to the Local Safeguarding Children Board procedures. They also give reference to the procedures to follow in the event of any allegations against staff to ensure children remain protected at all times. Supporting documentation ensures all staff are aware of the procedures to follow in the event of any concerns and a designated child protection officer is in place. All staff are encouraged to extend and update their understanding by attending training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and secure. They have a sense of belonging as they come into the pre-school. They know where to hang their coats and the early morning routine. They sit together for registration time and this is a lovely social time for the children to share news and interact together. Staff explain to the children what activities are out for the day. This helps them make choices about what they would like to play with. At other times children are given opportunity to choose activities for themselves from the well stocked cupboards. This helps them feel important and know that their opinions are valued. Children relate well to each other and socialise together seeking out friends to share activities. They spend their time in a purposeful manner as they move freely around the activities throughout the session. They

enjoy exploring new and familiar concepts such as creative activities making Christmas cards, preparing salt dough and building a complex haunted house from bricks. Children's concentration skills are developing as they take part in activities that motivate them and sustain their interest. Their independence skills are encouraged by staff during snack time, with self-care and as they select and extend activities for themselves. Staff are on hand to support and engage the children and encourage them to participate. Staff value children and this impacts on their feelings of security and self-esteem within the setting. A language rich environment has been created where children are keen to talk about personal events and use their growing language skills in their play as they relate to others and resolve conflicts. They show excitement as they take part in activities. For example, making wonderful individual Christmas cards using their own designs and skills to decorate these.

A strong emphasis is placed on developing children's social skills, self-esteem, confidence and emotional well-being. These skills help provide children with the building blocks to support all other areas of their play and learning. This is evident as children share their play with others, show kindness to their friends, attempt challenges and tasks that reflect their capabilities and manage and control their own behaviour. Staff have regard for the 'Birth to three matters' framework as a few children attending are under three years. This is linked into the early stages of the Foundation Stage and activities are adapted to ensure they are based at children's levels.

Nursery Education

The quality of teaching and learning is good. Children are progressing very well, supported by the staff team's confidence and secure knowledge of the Foundation Stage. Planning is detailed and demonstrates how continuous provision and planned activities cover all areas of learning. However, the plans do not clearly show how older or more able children's learning can be extended to meet their developmental needs. Children's achievements are well recorded and linked to the stepping stones. Regular observations are made for each child and included in their development profile record. The next steps in their learning are identified and activities are organised to further aid their learning. Staff know the children well, know when to step back and let the children take over an activity. A realistic balance has been created between adult-led and child-initiated play giving children opportunity to extend their own play using their own knowledge and thinking.

Children form strong relationships with each other and with staff. They are actively involved throughout their time at the group. They are developing their skills as they move from dependence to independence. Children take responsibility for their personal care and their behaviour is extremely good. They play an active role in the daily routines such as registration time. They start the session talking about today's date and weather, the daily activities, go over the behaviour expectations and count each other. Snack time is a special time for the children to sit together with staff and friends and many learning opportunities take place during this time. For example, social skills, mathematic and language skills and the knowledge and understanding of the world as they discuss the various foods that they eat.

Children enjoy using language in their imaginative play and during group discussion. They are encouraged to find their name cards and use these to write their own name on their work. Phonic skills are continually reinforced through everyday play and conversations. Children develop their knowledge of sounds and letters and the understanding that print carries meaning. However, this is not fully extended with the use of labels on familiar objects around the room. They enjoy group stories but seldom use the book corner because it is not inviting to them. The group have introduced a library for the children to borrow books to take home and share

with parents and often look at books in small groups. Regular opportunities are available which the children enjoy as they write and make marks. They extend this using a variety of tools and use these skills in other areas of their play such as role play.

Children confidently count and can recognise written numbers and match objects. Resources for simple problem solving, measuring and weighing are freely available to increase children's mathematical thinking as they apply their own skills, to underpin their knowledge and experiences. Many practical hands-on activities increase children's understanding of weighing and measuring, learning about capacity and heavy and light objects. For example, they measure out the ingredients for the salt dough they are making. Children enjoy making patterns and can compare and sort objects with ease and confidence. They are also confident in the use of the computer and have access to a range of programmes to support their learning in other areas. They take part in activities that increases their understanding of the world around them. The planned activities incorporate looking at different countries, how people live and what they eat. This is linked into different celebrations from around the world. Children have opportunity to experience growth and change as they grow tomatoes and cucumbers planting, nurturing and finally eating them. They have experienced the life cycle of the butterfly from visits to the Butterfly Farm and caring for their own chrysalis as they change into butterflies.

Children benefit from daily exercise as they learn to control their body movements and discover how exercise affects their bodies. They do warm up movements and take part in music and movement to move their bodies in a variety of ways in time to the music. Many physical play opportunities are available to them as they climb, balance, pedal, walk and run. Learning how to use and control their bodies and gaining new skills and confidence to do so. Children's dexterity is developed through the meaningful activities on offer each day. Children are creative and skilled when using tools such as scissors, paint brushes and glue sticks as they create using their own imaginations and designs. They enjoy making Christmas cards choosing a design such as a Christmas tree, stocking or snowman and then take great care in decorating these with paint, sequins and glitter. Children use their imaginations to act out different role play scenarios. They play with the baby dolls showing care and concern. Some children adapt the resources as they pretend to decorate the play house using the brush to paint the walls. Others develop their imaginations with the bricks as they build a complex and interesting haunted house. A group of children work together adding sections and making suggestions to the complicated design. Music is a regular feature for the children as they use musical instruments, sing songs and enjoy visits from a music person. At present they are practising their Christmas songs to perform for their parents. Staff work successfully to inspire, praise and encourage children to explore and develop ideas for themselves.

Helping children make a positive contribution

The provision is good.

Children take part in activities to develop their awareness and enjoyment of both familiar and unfamiliar festivals and celebrations. For example, Christmas, Easter, Chinese New Year, Diwali, Eid and days such as Saint Patrick's and Saint David's. They take part in a range of interesting activities to promote a positive view of the wider world and increase their understanding of diversity. Parents with different cultural backgrounds have supported staff in these activities. They talk to the children about some of their religious festivals therefore enriching the experiences for the children. Staff have positive attitudes and present themselves as sensitive role models. This helps children relate to others and gain a positive understanding of the needs of others. Because staff clearly value each child, children learn to respect themselves and each other. Children's spiritual, moral, social and cultural development is fostered. Detailed

pre-registration forms ensure staff are able to support each child's individual needs and any child with learning difficulties and/or disabilities are fully included in the life of the setting. The group's Special Educational Needs Coordinator has completed additional training to extend her knowledge and understanding.

Children have a good awareness of the boundaries within the pre-school and respond to direction from adults. They respond well to the consistent approach followed by all adults and this impacts clearly on their security and confidence as they know what is expected of them. Children develop self-esteem as they are able to resolve differences and gain an understanding of acceptable behaviour. The group have introduced a traffic light system to help children learn to manage and control their own behaviour. These strategies are working well for the children. Staff value the children and consistently praise and encourage them. They give meaningful explanations which again helps children learn what is acceptable. Children are able to learn from their mistakes and have gained a clear understanding of right and wrong. Overall children's behaviour is thoughtful and agreeable because staff set good examples, present themselves in a calm, caring manner and are able to apply humour to many situations. They provide stimulating activities to keep children occupied and challenged which impacts positively on their behaviour.

The partnerships with parents and carers is good. Parents play an active role in the pre-school and this in turn helps them support their child's care, learning and play. Children benefit from a two way sharing of information between staff and parents. A comprehensive prospectus is in place which is continually updated and developed to show a recent picture of their practice and to help foster a good working relationship between home and pre-school. Parents are kept well informed about the groups activities, through regular newsletters and discussions with staff. A range of information is available to them about the group, the activities and the curriculum. However, parents do not have easy access to view the weekly planning to enable them to gain an insight into the activities their children are participating in for them to fully extend activities at home and create a dialogue with their child about their time spent at pre-school. The group provide time for parents to meet with their child's key worker to share information about their children's progress and achievements. Parents are encouraged to be involved in their children's learning through regular involvement in the pre-school such as parent helpers, on outings, fundraising, and sitting on the committee. Their comments are valued and encouraged and a complaints policy provides parents with information about how and to whom they can raise any concerns and that these will be discussed, recorded and acted upon. Overall this good partnership ensures children confidence trust and sense of security is promoted.

Organisation

The organisation is good.

The leadership and management is good. The effective and efficient organisation throughout the pre-school ensures children's care and learning is successfully enhanced. The manager continually extends her knowledge through training and ensures staff can access a training program to enhance their qualifications. She works closely with the deputy and the committee to ensure all aspects of the organisation meets the needs of the children attending. A robust system is in place for the recruitment and induction of new staff. Annual appraisals for staff gives them an opportunity to reflect on their practice, recognise their successes and professional development. Staff have a secure knowledge of the National Standards and implement these throughout the pre-school. This is enhanced with knowledge of the 'Birth to three matters' framework and the Foundation Stage. High regard for the welfare of the children, well-planned activities, and high quality support from staff contributes to children's well-being, enjoyment

and achievements. Staff work extremely well together. They each bring their own strengths and experiences to enrich the care and learning they provide for the children. They are positive, motivated and dedicated which clearly impacts on the children's enjoyment, progress and confidence.

Children feel secure and confident within this organised environment. This enables them to interact with others and initiate and extend most of their own play and learning. The range and quality of activities for children enables them to be challenged throughout the session and staff have a secure knowledge of the early learning goals to help children move forward. Well-organised daily routines help children understand what happens next and gives them opportunity to work and play at their own pace. Staff use their time with the children in a meaningful way to ensure they can get the most from their play opportunities and social time together. This effective level of support helps children relate to the adults, to respond well to others and aids their learning.

Children's welfare is maintained because of the highly effective organisation of all records and documents. These are kept secure and are up to date. Continual evaluation of their practice ensures children's needs are met in a positive manner. For example, policies and procedures are revised to help staff use these effectively within the setting. Planning is reviewed and extended whenever required and the manager works closely with her deputy, staff team and the committee. She ensures that she is kept informed of any changes in legislation or good working practice to help delivery a comprehensive learning program. Staff work closely together to plan and coordinate the activities and routines for the children. They are very well deployed throughout each session and have designated roles such as child protection, special needs and behaviour management. This ensures the workload is spread between them and helps staff work together as a team. An inclusive environment has been created which clearly shows that each child matters. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to continue to improve the methods to record children's progress, to provide more practical everyday experiences for children to develop their mathematical skills and develop staffs understanding of the planning and provision for adult led activities.

The group effectively record the children's progress using the local authority profile forms. These contain detailed observations and examples of the children's work and link into the six areas of learning and the stepping stones. Many everyday activities provide opportunities for children to develop their mathematical skills. For example, as they count each other and the adults at registration time, build towers and count bricks knowing how many more to add or take away and help at snack time putting out the correct amount of plates and cups for the children attending. Comprehensive planning is in place which clearly reflects the child or adult-initiated activities. All staff contribute towards this which raises their awareness when delivering the learning program to the children.

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 resources are available in the book area to ensure it is comfortable and inviting to encourage children to relax and look at books for pleasure and increase the range of resources available for children to broaden their awareness of equality of opportunity and diversity in the world.

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):

- extend the use of labels around the room to increase children's awareness of word recognition with familiar objects
- develop planning to ensure there are regular opportunities to provide further challenge for older and more able children
- ensure parents have access to the short time plans to enable them to extend learning at home.

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