

# Roborough Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	106204
<b>Inspection date</b>	07 March 2008
<b>Inspector</b>	Sara Jane Frost
<b>Setting Address</b>	Methodist Church Hall, Bickleigh Down Road, Roborough, Plymouth, Devon, PL6 7BB
<b>Telephone number</b>	07944 076272
<b>E-mail</b>	
<b>Registered person</b>	Roborough Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Roborough Pre-school opened in 1972. It operates from the Methodist Church hall, which is located on the edge of the village of Roborough. The group has access to a hall, kitchen, toilets and a secured outside area. Children attend from a wide catchment area including Plymouth.

A maximum of children may attend the pre-school at any one time. It is open each week day during school terms only from 09.15 to 12.00. There are currently 17 children aged from two to under five years on roll. Of these, 15 children receive funding for early education. The pre-school currently supports a number of children with disabilities.

The pre-school employ four members of staff. Of these, three hold a Level 3 qualification in childcare.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's hygiene practices are promoted by staff. They learn about hygiene practices through daily routines such as washing hands after using the toilet and before eating their snack. Staff state the pre-school usually provides individual paper towels for hand drying but current supplies were running low. However, by providing a communal towel children are at risk of cross contamination.

Systems have been put in place to ensure there is always at least one member of staff present who holds a paediatric first aid certificate. Any accidents which occur are shared with parents; practices are in place to ensure parents sign against entry made therefore, ensuring parents are kept fully informed.

Children sit around tables in small groups at snack time. Their snacks are presented on a large plate and shared around each table. Children did not have access to individual plates and therefore some children had to place food directly onto damp table tops that had been sprayed with anti-bacterial spray. However, by the following session all children had access to individual bowls. Children's fluid levels are maintained as they are able to easily access their labelled water bottles throughout the session and have the choice at snack time of milk or fresh water. The pre-school provides a range of healthy fresh fruit and vegetables, such as carrot sticks, cucumber slices and bananas. Snack time is not, however, used to its full potential, there is limited opportunity for more able children to explore mathematical problems; such as, how many more plates do we need? Children's communication and social skills are also limited during snack as staff do not consistently sit and engage in conversation with them.

Weather permitting, children use the outdoor area; therefore children have access to fresh air and exercise. Children experience a range of activities for physical development, for example, they confidently manoeuvre around on the wheeled bikes and scooters or develop coordination skills when kicking or catching balls.

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

The provision is good.

The pre-school share the church hall with various other groups, although they do have sole use of premises when sessions are running. Staff make good use of limited display space to enable children to feel valued and welcome. Staff have recently introduced a photo album which encourages children to remember certain activities, talk about their friends and share this with their parents. Safety hazards have been identified to ensure children are kept safe; such as requesting parents and carers do not leave pushchairs in the entrance area. Children are able to move freely within the pre-school, allowing them to make choices in their play. Staff provide opportunities for children to develop their independent skills further by providing choices and ensuring the good range of resources are easily accessible, suitable and safe.

A visitor's book is used to maintain a record of persons visiting the pre-school. The entrance doors are kept secure throughout the session and visitors gain entrance by ringing the bell. Children learn to keep themselves safe as they negotiate stairs to upper level of the building by using the hand rail. Through careful planning of day to day activities staff help develop children's awareness of safety issues. For example, setting off the fire alarm and incorporating

a fire drill, links well with the current topic of 'sounds'. Upon hearing the fire alarm children were able to leave the building safely, confidently and wait at the designated meeting point, as well as discussing with staff sounds they might hear should there ever be a real fire.

Children are further protected from harm by the staff's sound knowledge of child protection issues. All staff are aware of their own responsibilities and processes to follow should they have any concerns. The pre-school's policy covers specific areas for staff to follow and informs parents of the checks staff undertake. However, it does not state the process they would follow should an allegation be made against a member of staff

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

The provision is good.

Children enter the hall with ease and confidently wave to their parents as they pass the window. They are happy at the pre-school and are keen to strike up conversations with staff, such as talking to them about their experiences. Children's independence is well promoted as they move freely around the hall, choosing to access various playthings. Children benefit from the caring relationships from staff. Staff are very sensitive to children's needs for example; a particular comfort toy is always included at discussion time. Children play well together and learn to share and respect each other's feelings.

### **Nursery Education**

The quality of teaching is satisfactory. Although most of the staff are not new to the setting, their roles and responsibilities have changed and therefore are beginning to identify areas that they feel they want to develop. Such as involving everyone in the planning and therefore further develop their understanding of the Foundation Stage. Planning has recently been taken over by a new supervisor. The written activity plans show the learning objectives for each area of learning. However, the lack of evaluation of the activities for example, does not effectively inform the planning to develop children's learning.

Staff use open questions to promote children's thinking, although this is not always developed through routine experiences such as during snack.

Children happily share their experiences with staff and their friends. They confidently talk through activities and discuss what is happening. They access books independently, in small groups and at the end of each session as a whole group. Children clearly enjoy bringing in various items from home which relate to the letter of the week such as, sandwich, sausage and smelly socks. Children are introduced to rhyme as they learn and recite two lines relating to the current month. Children are encouraged to count their friends at circle time, most confidently can count up to eight. Opportunities to develop number awareness is limited, for example, there is no number line for children to refer to, and therefore children were unable to check numbers were in the right order, showing how many children attended pre-school today. Some children confidently talk about numbers of their house and are able to recognise, for example, which two numbers make 12. Children confidently talk about square, circle and diamond as they construct their individual pictures using shapes, hammer and pins.

Children clearly enjoy using their senses to explore a range of different materials, such as, sand and play dough; and thoroughly enjoyed making musical shakers. Children take an active part in singing various action rhymes such as "Humpty Dumpty" and "Wheels on the bus". The sound lotto game, was a popular activity which held children's attention well. They became engrossed

trying to recognise different animal sounds and relate these to the pictures on their cards as well as those of their friends.

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

The provision is good.

The pre-school offers an inclusive environment where all children are welcome. Children with additional needs or learning disabilities are sensitively included in the group. Staff work together with parents, carers and other professionals to ensure that children's needs are consistently addressed. The member of staff with overall responsibility for special educational needs is leaving. However, the pre-school has identified another member of staff who has a clear understanding of the code of practice and her role and responsibility in ensuring all staff are familiar with processes.

Children's behaviour is good as staff provide a consistent approach. Children's self-esteem is fostered well as they clearly enjoy the responsibility of being the daily helper. Just before the end of each session some children receive reward stickers and/or certificates. Staff record during the session the reason why and this is reinforced when the stickers are handed out to the children. Children clap at each other's achievements and share in their praise. Staff show a good awareness and sensitivity to children's individual needs. This in turn enables the children to settle happily into the pre-school's daily routine. Children learn to respect each other through playing together and taking turns. Children's spiritual, moral, social and cultural development is fostered. Children learn about the wider world through planned activities. Staff are intending to introduce more aspects to help children learn about their local environment, such as introducing bird feeders and growing plants.

Partnership with parents and careers is satisfactory; they receive regular information verbally and via newsletters. For example, the information of staff changes, inviting children to bring items from home relating to the letter of the week. All parents and carers are warmly welcomed and family needs are well respected. Staff are easily approachable and good, two way communication processes allow for children to be cared for in accordance with their parent's wishes; links have been fostered through the use of key workers. Children's records of achievement are shared with parents just before the children leave to commence school. The introduction of a suggestion box and parental questionnaires are used to help staff improve on the facility offered. For example, a recent questionnaire showed parents felt they received limited information on the educational programme offered at pre-school. Staff are now developing ideas to address this.

### **Organisation**

The organisation is satisfactory.

The provider meets the needs of the range of children for whom they provide. Most of the required documentation is in place. However, there is no evidence to suggest that any of the policies have been reviewed or updated since 2004. The registration record is limited in that it only records staff and children and not times of arrivals and departures of all children present. Over half of the staff hold a Level 3 childcare qualification. All relevant checks are completed on all staff at the pre-school. A clear induction procedure for new staff enables them to be familiar with the setting's practices, policies and procedures, which are in place to protect the children. For example, new staff are fully aware they cannot be left alone with children until

all the appropriate staff checks have been completed. The deployment of staff during the pre-school provides opportunities for the children to receive individual attention.

Leadership and management of the nursery education are satisfactory. The pre-school is run by a management committee, who have some involvement in the overall running of the setting. Within the last seven days two of the staff, including the person in charge, have left. The new appointed supervisor is committed to her role, she is enthusiastic in her work with the children, and she leads the staff team well. The staff clearly work well as a team, and support each other effectively. The new supervisor has identified areas of improvement, such as introducing staff appraisals which, for example, will be used to identify additional training needs. The pre-school regularly complete a self evaluation form to highlight what is being done well at the setting, although this does not focus on the nursery education or show areas for improvement. Therefore, systems to monitor and evaluate the provision of nursery education and care are not fully effective at this time. Overall, the setting meets the needs of the range of children for whom it provides.

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

At the last care inspection it was recommended that suitable arrangements were provided with regards to hand drying facilities and ensure wall displays promote diversity. Since then, the setting has purchased posters and other resources which promote positive images of disability and different cultures. Individual hand towels have been purchased and are usually used. However, at the time of inspection children were sharing a communal towel as the supply of paper towels were running low. Therefore, this has only been partly met and will remain a recommendation following this inspection.

At the last Nursery Education inspection it was recommended that children have access to outdoor play to develop their large muscle skills, encourage the use of books throughout the session and provide opportunities for children to calculate in everyday activities. The pre-school has included opportunities for outdoor play in their daily planning and by providing a range of activities such as wheeled toys, the trampet and ball games helps develop children's muscles. Children regularly visit the book area during the session, where they listen to stories in small groups or look at books on their own; in addition the pre-school encourages children to choose a book to take home to read. Children are provided with some opportunities to calculate during their time at pre-school, however, this is an area which still needs further development.

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

Ofsted received a concern on 13 September 2005 that related to National Standard 12 partnership with parents; confidential information to someone other than the parent in respect to a child and incorrect personal details had been shared inappropriately.

The provider was asked to investigate and report back to Ofsted. This was followed up by further discussion. As a result a recommendation was made under National Standard 12, to review systems with regards to the exchange of information between parents and staff and to ensure a procedure is in place for staff to be aware of the need to maintain privacy and confidentiality.

Ofsted is satisfied that the National Standards are being met and the provider remains qualified for registration.

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### 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 good hygiene practices are in place at all times regarding hand drying and further develop snack time to encourage children's learning and social skills
- ensure children's times of arrival and departures are fully recorded; develop the child protection procedure to include process to follow in the event of an allegation of abuse being made against a member of staff and ensure all policies and procedures are regularly reviewed and updated

#### 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):

- further develop planning to show how more able and less able children will be challenged
- continue to develop opportunities for children to calculate in everyday activities, and provide resources to develop children's number recognition

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