

# Rudloe Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	199465
<b>Inspection date</b>	28 November 2007
<b>Inspector</b>	Beverley Blackburn
<b>Setting Address</b>	Box Highlands School, Broadwood Avenue, Rudloe, Corsham, Wiltshire, SN13 0LX
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<b>Registered person</b>	Rudloe Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. 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?

Rudloe pre-school has been established for 25 years and is owned by the people of Rudloe and is situated within the grounds of Corsham Primary school. It is open Monday, Wednesday and Friday from 09:00 hours to 15:00 hours and Tuesday and Thursday 09:00 hours to 12:00 hours with children attending for either morning only sessions or all day. The premises consist of a large playroom with a cordoned off kitchen area, toilets and a fully enclosed outdoor area for play. The group accepts children from a diverse local community and has a parent run committee.

The pre-school accepts funding for three and four year olds and currently has 15 funded three and four year olds on role. They support children with Learning difficulties and /or physical disabilities .

The group has four permanent members of staff of which two are full time and two part-time with the supervisors holding a Level 3 qualification. The group is a member of the Pre-school Learning Alliance and has regular support from the Area SENCO and support from an early years teacher.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for in a clean environment where their health is generally well promoted. Children learn the importance of personal hygiene through well established routines, such as washing their hands after painting activities and toileting, and before snacks and lunch.

Resources, such as scissors, threading reels, pencils and inset puzzles, help to promote their fine physical skills. Children have regular access to outdoor activities which give them the opportunity to develop control of their bodies and improve their large muscles, for example, pedalling around the playground on their bikes or jumping on a small trampoline.

Children begin to understand the benefits of a healthy diet. The staff provide snacks that are healthy and nutritious, such as fruits crackers and cereals. Children are provided with regular drinks throughout the day including water. Lunches provided by the parents are appropriately stored. The staff are aware of children with special dietary needs. She takes account of the children's preferences and parents' wishes.

Clear records are kept which show the administration of medication and any accidents. These are shared appropriately with the parents, this helps to promote the consistency of care for the children.

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

The provision is satisfactory.

Children can move around safely within a secure environment, without restriction, to independently access the available resources. They play happily under the supervision of the staff which promotes the children's safety; however, the staff are not always consistent in recording the children's departure times at the end of each session. There is sufficient space for the children to move with ease and enjoy their play.

Children are offered a good range of toys and equipment suitable to their age and development. The level storage helps children select and access resources easily which promotes their independence.

Children benefit from the staff taking suitable steps to ensure the safety of the children in their care. The staff have a good awareness of safety in the setting, for example, ensuring proper precautions are taken to prevent accidents, hazardous substances are inaccessible, and children are always within sight and hearing of the staff. Children are aware of her emergency evacuation procedure and regular fire drills give the children the awareness and understanding of the importance of leaving the premises safely and quickly.

The staff's secure understanding of child protection issues promotes and safeguards the children's welfare. They are able to effectively work with other professionals in ensuring the safety of the children in their care.

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

The provision is satisfactory.

Most children willingly separate from their parents and carers when they arrive and settle into the routine of the day. Younger children are beginning to play well alongside their peers during indoor and outdoor activities as they are supported to develop social skills, such as sharing and turn taking. Children's care needs are appropriately met within flexible routines that include regular activities and time for quiet and active play. Most children show good interest in the range of activities provided, they are fully occupied and involved in their free play. Staff interact with the children on all levels during the session. There are sufficient opportunities for children to take initiative and become self-sufficient in choosing activities, for example, children can spontaneously use their own ideas, such as in painting. Children are sufficiently motivated, keen and confident to try new ideas, such as participating in the making of mince pies or watching the workmen use the digger to dig up the front garden. Most children are able to pursue planned activities without interruption. Children are helped to manage their behaviour appropriately, through regular and consistent daily routine, although sometimes the noise level of the younger children is high; they are still at the stage of learning to sit and listen attentively at story time.

The setting enables children to develop social skills and make sound relationships with each other and staff. A keyworker system is in place for all the children in order to help meet their needs. The children are happy, and are making sound progress.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff show sound knowledge and understanding of the Foundation Stage and how young children learn. Staff are clearly familiar with the foundation stage and can appropriately support the children and their learning. They have an appropriate expectation of the children, and are beginning to establish what the children's learning needs are. Children are encouraged to achieve their own work. The children's progress is suitably measured through observation and assessments. The information gained from the observation is not always used effectively to help move them on to the next step in their learning. On the children's activity plan, there is no clear evidence that planned activities are evaluated and aims achieved. The staff provide a wide range of balanced activities which are planned to build on the children's knowledge and skills. Activities are appropriately planned to include all children. Children are keen to learn; most children are focused and able to concentrate for a suitable period of time, although there are occasions during activities when some children can become disruptive and staff can at times find it difficult to effectively manage their behaviour. This causes children's concentration to diminish and they become distracted.

There are opportunities for children to explore and investigate using a range of materials, for example, participating in water play, flowing and sinking or making their own design of sunhats. Children are making sound progress through the stepping stones towards the early learning goals in the six areas of learning. Most children enjoy listening to stories and respond with interest. Children are able to link sounds with letters and clearly enjoy making the letter sounds. Most children are able to confidently recognise the letter sound of their names. Children are beginning to develop their writing skills, some children are able to confidently draw shapes, such as circle and triangle; however, there is a lack of opportunities for children to mark make during their play, for example, in the home corner, children are not able to spontaneously write. They are effectively encouraged to recognise their names by selecting their names on arrival to the session. Children are able to select books and confidently hold them the correct way up

and turn the pages. The more able children are able to show an understanding of the elements of stories; this is demonstrated as they relay the story by using the pictures in the book to point out the main characters. Children are able to listen and carry out simple instructions.

Children are able to reliably count up to nine, the more able children are appropriately challenged and their mathematical knowledge is suitably extended. There are good opportunities for children to use number language to partake in simple calculation and problem solving during the sessions, such as putting the train track together.

Children are effectively encouraged to look at and investigate materials. They have access to a computer. They are beginning to understand the sense of time as they go about the daily routine or talk about significant events in the family. Children are provided with sufficient resources to help them gain an awareness of other cultures and beliefs.

Children are able to move with good control and co-ordination as they negotiate themselves around the room successfully, with awareness of space for themselves and others. There are sufficient opportunities for children to participate in outdoor activities to develop their large muscle skills and also learn about the changes that happen to their bodies. Children show enjoyment in familiar songs and in their imaginative play.

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

The provision is satisfactory.

Children relate well to the friendly and caring staff. They regularly play in small friendly groups, for example, in the home corner with a selection of toys which they share. They enjoy chatting to each other at snack and lunch time and benefit from the company of all the staff, as they encourage conversation and help the children to listen to each other and take turns in speaking. Children frequently make decisions and choices during free play. A wide range of toys are easily accessible to them, which are stored at their level.

Children's individual needs are met because the staff members have an appropriate system in place to get to know their needs. Children with learning difficulties and/or physical disabilities are identified and staff and parents work together to effectively meet their requirements. All children are included in the life of the setting and the range of positive images regarding cultures and disability enable the children to become aware of the different people within the community.

Children's social, spiritual, moral, and cultural development is fostered.

The staff use appropriate strategies for managing the children's behaviour and to encourage positive behaviour in children; they are learning to be kind and considerate to each other, however, there are occasions when the younger children are less controllable and at times few of the older ones are disruptive.

Partnership with parents and carers is satisfactory. Children benefit from consistent care that results from the positive relationships the staff develop with the parents. Parents have good opportunities to be meaningfully involved in the setting and the children's learning, for example parents are encouraged to join the pre-school committee. They support their children through involvement in the topic work for the term. Parents also have regular opportunities to meet with the staff to discuss their children's progress.

## **Organisation**

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides care and education.

Children benefit from the staff working well as a team. The staff organised the space well to maximise the play opportunities for the children. Children use a variation of safe indoor and outdoor resources over the different sessions. Good adult to child ratios ensure children have effective support. There are suitable documentation in place to support children's health, safety and well-being. Most staff are suitably qualified or working toward a qualification. Most of the required policies and procedures are in place, however, staff do not have access to a procedure to follow if an allegation of abuse is made against a member of staff. There are effective arrangements for sharing most required records with parents to keep them informed of their child's development.

Leadership and management is satisfactory. Staff have sufficient knowledge of the Foundation Stage curriculum and appropriately apply this in practice to support the children's learning and development. Staff receive sufficient support to develop their personal development, such as training. The leaders are aware of the setting strengths and of the areas that need improvements. They are relatively new to the management of the setting and are making generally good progress.

## **Improvements since the last inspection**

At the last inspection the setting was asked: to have a procedure for ensuring all committee members are CRB cleared; to have a procedure for registration arrangements to show the times of arrival and departure for children, staff and visitors; and to ensure parents acknowledge medication administered to their children. The setting ensures all committee members are appropriately checked. Medication administered to children are now recorded and signed by the parents. There is a system in place to record the arrival and departure of children, staff and visitors, however, they are not consistent in ensuring children are signed out at the end of each session. With most of these requirements in place, the children's safety is adequately maintained.

## **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 satisfactory. 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 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 there is consistency in the recording of the arrival and departure times of the children's attendance
- ensure there is a procedure in place if an allegation of abuse is made against a member of staff
- develop suitable strategies to effectively manage a range of children's behaviour

### **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):

- make sure activities are evaluated and the information is used to inform future plans and move children on to the next step in their learning
- plan and provide more opportunities for children to "mark made" during their play

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](http://www.ofsted.gov.uk)