

# Roundash Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	127507
<b>Inspection date</b>	21 November 2007
<b>Inspector</b>	Lara Hickson
<b>Setting Address</b>	Hartley CP School, Round Ash Way, Hartley, Longfield, Kent, DA3 8BT
<b>Telephone number</b>	01474 706475
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<b>Registered person</b>	The Trustees of Roundash 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 good.

### WHAT SORT OF SETTING IS IT?

Roundash Pre-School opened in 1981. The pre-school operates from one room in a mobile classroom in school grounds, in Hartley, Longfield. The pre-school serves the local area.

The setting opens five days a week during school term times. Sessions are 09:00 - 11:30 Monday - Friday and 12:30 - 15:00 Monday - Thursday.

There are currently 69 children from two years and nine months to five years on roll. This includes 59 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with learning difficulties/disabilities and children who speak English as an additional language.

The pre-school employs nine staff, of whom, six including the supervisor hold an early years qualification to level 3.

The setting receives support from a teacher from the local Early Years Development and Childcare Partnership (EYDCP) and from the specialist teaching service who supports children with learning difficulties/disabilities. It is a member of the Pre-School Learning Alliance (PLA).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted well by the clear accident and medication procedures that are in place. Written parental consent is in place for seeking emergency medical advice and treatment. Children are cared for in a bright, stimulating and clean environment where they learn the importance of good personal hygiene from an early age. Staff encourage the children to learn about the importance of washing their hands after using the toilet and prior to snack time. Staff also encourage the children to use and dispose of tissues appropriately for example prompting 'Can you remember where to put the dirty tissues afterwards to stop germs spreading?'. Children's health is promoted well because the staff team understand that keeping the setting clean helps to prevent the spread of infection, for example, staff check the toilet areas throughout each session and clean tables before and after snack time. Effective procedures are in place to protect children from the risk of infection because the pre-school do not accept children when they are unwell and this is outlined clearly in the written sickness policy which all parents receive in their new starters pack.

Record keeping regarding accidents is appropriate and parents are informed of any accident to their child upon collection at the end of each session. There are five members of staff who have completed a paediatric first aid course and are able to provide appropriate care in the event of an accident or emergency. Any medication administered is recorded in a separate medication book although rarely administered as a pre-school session only runs for two and a half hours. Parents would countersign any entries.

Staff are aware of each child's individual dietary requirements and the child registration information forms contain appropriate details about their individual needs including any food intolerances, allergies or special dietary requirements. A list is also kept in the register for quick reference regarding allergies and special dietary requirements. Children are offered a range of nutritious, healthy options at snack time, for example, fresh fruit, raw vegetables and cheese with biscuits as well as a plain biscuit. At snack time children are offered a choice of fresh milk or water to drink. Currently children do not have the opportunity to participate in the preparation or serving of snacks. Children have independent access to fresh drinking water throughout each session which enables them to become aware of their own physical needs.

Children have daily opportunities for physical exercise either in outdoor area weather permitting where there is selection of tricycles/bikes/scooters, playhouse, balls and hoops and slide to encourage pedalling, steering, climbing and balancing skills. They also use indoor environment well to extend physical skills for example, music and movement sessions, country dancing, obstacle courses and musical instrument sessions where children are able to manoeuvre different instruments. Children also use their fine motor skills when playing with a selection of different tools in the playdough, for example cutters, presses and rollers.

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

The provision is good.

The pre-school environment is organised extremely well to enable the children to move around independently and safely. The security of the pre-school building is excellent and systems are in place to prevent the children from leaving the pre-school unsupervised and unauthorised persons from gaining entry. All visitors to the setting are asked to sign in and out of a visitors

book and staff check their identification and the purpose of their visit. All visitors are introduced to the entire staff team.

Staff have worked very well together to create a bright, stimulating and welcoming environment for the children and their parent/carers. For example, educational number, colour, alphabet and simple word friezes and posters are displayed around the setting. The pre school staff set out the environment attractively prior to the children's arrival and this enables children to settle as they are interested in the range of activities available. Children and their parent/carers are greeted individually by staff at the start of each session.

Formal risk assessments are effective in ensuring that potential hazards to children are minimised, for example, a gate prevents access to the kitchen area, all fires are protected with safety guards and all cleaning fluids are kept out of reach of the children. The written risk assessment clearly details the different levels of procedure required to ensure children's on-going safety. Safety checks are completed by staff at the start and end of each session and staff continually reflect and evaluate safety within the setting.

Children have access to a wide range of age appropriate toys, resources and equipment that conform to British Safety Standards. Staff ensure that these resources are safe and hygienic for the children to use through regular cleaning routines and checks. All of the furniture within the pre-school is child sized and arranged to ensure that children can move around safely and independently. All toys and equipment seen were of very good quality and in safe and suitable condition. Staff demonstrate a good awareness of the children's individual ages and stages of development and provide resources and activities that are appropriate to meet their individual needs.

There are excellent procedures in place for the arrival and collection of children. Parents bring their children directly into the pre-school room at the start of each session and collect them from here at the end of each session. Children may only be collected by an authorised person and in an emergency situation staff would obtain a description of any other person the parents sent to collect their child. There are policies on uncollected and lost children. Effective emergency evacuation procedures are in place, fire drills are practised regularly and all staff are aware of their role/responsibility. However currently fire drill dates are recorded in the daily diary but minimal information on the actual evacuation is recorded. A written fire evacuation procedure is in operation, is displayed by each fire exit and is clearly understood by all staff. Supervision of children throughout the session is excellent and staff are well deployed within the setting.

Children are effectively protected as staff have a good understanding of child protection procedures and how to keep children safe. Policies and procedures are in place although currently they still refer to Area Child Protection Committee Procedures rather than the Local Safeguarding Children Board (LSCB). A named person is responsible for safeguarding children and demonstrates a good understanding of the role and procedures to follow if there is a concern. Parents are informed of the pre-school's responsibility for recording and reporting any concerns regarding child protection as they are given a copy of the pre-school procedures including the Child Protection policy.

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

The provision is good.

Children arrive very happily and are enthusiastic about the activities and play resources available for them to choose from. All the children appear very eager and settled within the pre-school and they are cared for by a motivated and enthusiastic staff team. This helps children to become fully engaged in the activities they are completing, for example during water play staff sit with the children and both support and extend the children's play and learning. Children are provided with an extensive range of interesting, challenging activities and play opportunities such as experimenting with a variety of musical instruments, participating in country dancing and enjoying outdoor play.

Staff are extremely warm and caring towards the children forming excellent relationships and understanding their individual characters well. Children interact very well with their peers, with staff and with unfamiliar adults. All children are allocated a keyworker who help to settle a child in initially and familiarise them with the routines and activities available within the pre-school. Children's developmental progress is monitored very effectively through the key worker system that is in place. Staff ask parents to complete an initial profile as the children enter the pre-school and this is used by staff to plan the next steps of the children's play and learning. Staff demonstrate an excellent knowledge of the developmental stages of their key children and this helps them to plan activities which enable children to learn and develop in line with their age and level of ability.

Although only a few staff have completed Birth to three matters training all demonstrate an excellent understanding of the developmental needs of children under three years. However staff need to continue to develop their understanding of the framework for planning and assessing the development of children under three. When planning activities staff look at the individual stage of each child and extend activities to provide further challenges for older/more able children. Staff are aware of the need to introduce sharing and turn taking activities for younger children to promote this area.

### **Nursery Education**

The quality of teaching and learning is good. Staff demonstrate a good understanding of the Foundation Stage and plan activities and incorporate learning intentions together with individual targets that they plan for the children to achieve. All activities are evaluated by the staff team and all staff plan for the next stages of children's development and learning. Staff plan activities according to the six different areas of learning and there is an equal focus on all areas with excellent support from staff to extend and challenge the children. The staff team encourage parents to complete an initial profile on their child as they start at the pre-school and this gives a clear picture of children's starting points. Staff use the initial profile and early observations on children to plan the next steps of the children's learning. All of the staff team observe the children and pass on their observations to each child's specific keyworker.

Children's personal, social and emotional development is very good. They are happy and settled within the pre-school and are given excellent support from the staff team; for example, additional support is provided to new children settling in who require additional comfort and reassurance. Children arrive and settle very well to the pre-school, separating confidently from their parent/carers. Staff encourage children to settle by greeting each child and by sitting themselves at different activities around the setting ready to support the children's play. Children demonstrate good self care skills for example, many are able to take themselves to the bathroom

independently. Behaviour is very good and children play well in large and small groups, sharing and taking turns fairly. Children are also aware of the boundaries within the pre-school and are reminded of these on occasions by staff mainly as a precautionary safety measure. Children are kind and considerate towards each other; for example in the outdoor area one child accidentally bumps into another child whilst riding on a tricycle and immediately says 'I'm sorry I didn't mean to hurt you' without any prompting from staff.

Children interact very well with their peers and with the staff team. Children have access to a broad range of books which they handle confidently. Children enjoy the group story sessions and join in enthusiastically with familiar stories. There are labels around the setting to encourage the children to become familiar with print and to develop their understanding that print carries meaning and to allow them to recognise simple words. The children are encouraged to find their named trays upon arrival to each session and place their namecards from these onto their pegs. This allows them two opportunities for name and letter recognition. Children demonstrate good listening skills, for example, they all sit and listen attentively whilst the register is being called and become involved in the completion of the calendar daily. Currently staff write children's names on their artwork, paintings and drawings and there are limited opportunities for children to write for a variety of purposes.

Children have opportunities to see a variety of numbers within the setting, for example, they complete a calendar at registration discussing the date and year and a variety of number friezes are displayed highlighting simple numbers to ten as well as numbers up to fifty. During play activities staff introduce counting and sorting tasks to the children, for example, children are invited to count how many staff and children are present at registration and staff actively extend any more able children; for example, after a child counted up to 14 a member of staff asks 'what comes after 14 as we have another child here now'. A three year old is able to state 15 and then the child notices another child in the toilet and announces 'there's 16 now'. When completing the calendar staff ask questions to challenge the more able children such as, 'If yesterday was the 20th can anyone tell me what today is?'. VTECH computers are used effectively to introduce different numbers to children and there are more challenging tasks to extend the more able children. Many children playing on the computer are able to confidently identify numbers up to ten and beyond. There are opportunities for children to explore the concepts of shape, space and measure during practical activities, for example water and sand play.

Children have a daily opportunity to discuss the weather, month, year, season when completing the calendar mobile. There is a range of resources available to the children which help them to learn about diversity, such as small world people, dolls, books, posters, play foods and food utensils from other cultures. Children have a range of opportunities to use technology, for example there are several VTECH computers and leap pad reading systems as well as remote control cars. Children are able to use a mouse and move cursors confidently and independently to complete activities on the computer. There are good opportunities for the children to experiment and build with a range of construction toys and this is supported well by the staff team. There are daily opportunities for the children to experience and discover changes in the environment or nature as they have daily access to outdoor play. During the inspection children see foxes, birds and squirrels from the pre-school window. The children talk confidently about past, present and future for example children are overheard remarking to staff 'I am going to Lapland to see Father Christmas' and 'Last night I went for dinner on a pirate ship'. An investigation box is available for children to explore and this includes magnets, a camera, torches, a clock, spirit levels, screws, an old tap, padlocks and keys. This gives the children opportunities to investigate everyday objects and find out what happens and how things work. The children enjoy experimenting and investigating and staff extend their understanding of

old and new items and safety aspects through open ended questions. 'What's this' says one 3 year old. 'What do you think it might be for' asks a member of staff. 'A sink thing, a tap' answers the child.

A wide range of activities and resources are planned to develop children's physical skills. Staff set resources inside the setting on a regular basis to develop and enhance climbing, jumping and balancing skills. For example, an obstacle course and a country dancing session are enjoyed during the inspection. Outdoor play is available on a daily basis and children have access to tricycles, bicycles with stabilisers, scooters and bats and balls. As a result the children are able to explore the curriculum throughout the year and learning opportunities are maximised. Children are able to use a range of tools and equipment safely and appropriately, for example, playdough utensils including cutters and rollers, scissors, pens and paintbrushes.

Staff promote and extend children's creative development by providing a range of activities and resources, for example music and movement, imaginative and role play and craft; for example one child makes a birthday cake out of playdough and sings happy birthday. Children join in enthusiastically with music and movement sessions, responding well to clapping rhythms and playing the different musical instruments. Many of children demonstrate a good sense of rhythm and timing. Children are able to explore their senses through activities available, for example finger and hand painting, music and cooking.

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

The provision is outstanding.

All children and their families are welcomed at the pre-school and their individual culture, religion, race and family background respected. Staff demonstrate an excellent awareness of the children's individual needs and registration information forms contain the appropriate information required by staff to meet each child's requirements. The pre-school is very committed to providing equality of opportunity for all children and parent/carers. The curriculum offered by the pre-school encourages the children to develop positive attitudes of diversity and to empathise with others. Throughout each session the staff team encourage children to develop self confidence and a positive self esteem through continual praise and the promotion of their achievements. Children are able to celebrate a broad range of festivals and celebrations throughout the year for example, Divali, Suckot, Eid, Chinese New Year and Hanukkah. There is a wide selection of resources available to children regardless of their gender, disability or cultural differences. These include dolls and small world people, dressing up clothes, home corner equipment including utensils from other cultures, books, puzzles and posters.

Children with learning difficulties/disabilities are supported extremely well within the pre-school. The setting's Special Educational Needs Coordinator (SENCO) works very closely with parents, the area SENCO and other outside professionals to devise individual educational plans for those children who require additional support. The SENCO attends training courses offered by the local authority to ensure that she continues to update her knowledge and expertise. The Special Needs policy uses terminology in line with recent changes. Individual educational plans detail targets specific to an individual child for example, encourage interaction with another child through specific turn taking games.

Children's spiritual, moral and social development is fostered. Behaviour is excellent within the pre-school and children are able to share and take turns well. For example, two boys aged four and two are playing in the playdough and negotiate when using the tools. 'Can I have that one please', 'Yes I'm not using that one at the moment'. The staff team set clear, consistent

boundaries which the children understand and adhere to. These are reintroduced regularly particularly at the start of each new term when staff have to use activities to promote sharing and turn taking with the younger children. Staff have realistic expectations of the children's behaviour according to their individual age, stage of development and level of understanding. Children receive gentle reminders from staff regarding inappropriate behaviour and praise and encouragement for positive behaviour. This approach boosts their self esteem and confidence and helps to encourage children to behave well.

Partnership with parents is outstanding and is a key strength of the setting. An effective parental involvement policy is in operation and parents have many opportunities to become directly involved in the activities of the pre-school. For example they are able to share developmental observations, achievements and concerns with staff, building a record of progression along the stepping stones towards the Early Learning Goal's. Staff develop an extremely beneficial partnership with parent/carers which supports, and promotes the children's all round development. Parents and children are welcomed by staff as they arrive to each session and information is verbally exchanged. Parents have excellent opportunities to participate in the setting, for example they can be part of the management committee and there is a parents rota in place which many parents are active participants of. Parents speak glowingly about the setting and praise the welcoming, caring approach of the staff team. Comments from parents whose children recently left the setting include 'my child is now fully prepared to begin her school life', 'many thanks for a wonderful, secure, stimulating and most of all loving start to school'. Parents are given information on forthcoming events and activities through regular newsletters. They receive comprehensive information on Foundation Stage curriculum and funding in their prospectus. Parents are regularly given their child's developmental profile to look through at home and are invited to add their own comments when they return their child's developmental profile. One parent comments "What a wonderful insight into my child's time at pre-school, it's hard to believe he has fitted so much in". Parents receive a comprehensive record of transfer when their child leaves to go onto school which covers each area of learning and identifies the next steps. The staff team work closely with reception teachers to ensure that the children leaving to go onto school have the best possible transition.

## **Organisation**

The organisation is good.

Policies and procedures are comprehensive and reflect recent changes with the exception of the Child Protection policy which requires updating to refer to Local safeguarding children board procedures. Effective recruitment procedures are in place to ensure that the children are cared for by staff who have been appropriately vetted. A probationary period is in place for both paid and unpaid appointments. Any adults who have not been suitably vetted would not be left unsupervised and would be accompanied by other staff at all times. The majority of the staff team are suitably qualified in childcare to level 3 and five hold a valid paediatric first aid qualification.

Children have access to a well organised play space within the setting and the indoor and outdoor environments are used very well to enhance the children's learning.

The pre-school displays their registration and Public Liability insurance certificates. The attendance register is taken when the children arrive to each session and clearly records arrival and departure times where different to the start and finish time of the setting, for example, if a child arrives late to the session or has to be collected early this is clearly recorded with a



simple explanation in the daily diary and is countersigned by parent/carers. This ensures that attendance records accurately show when children have left the setting.

Leadership and management of the nursery education is good and the staff team demonstrate a positive commitment towards the ongoing assessment and development of the provision. Staff demonstrate a good awareness of the Curriculum guidance for the Foundation Stage and how to apply this in practice to support children's development. Staff attend regular training sessions to enhance their knowledge of the childcare field.

The pre-school staff have clearly defined roles and responsibilities and are deployed effectively throughout the session to ensure that the children are safe and well supervised. The staff are consistent and work extremely well as a team, supporting each other effectively. Staff meetings take place monthly and are used to discuss and evaluate practice, to look at future plans and events and to cascade training where required. A staff appraisal system is in place and is used to discuss and identify training and personal development needs. There are sufficiently qualified staff working with the children and high staffing rotas effectively ensure that ratios are met. The supervisor is aware of her role and responsibilities, she delegates well and demonstrates an comprehensive overview of the setting. There are three designated deputy supervisors in place and there are contingency plans organised regarding sickness. A self evaluation form (SEF) is completed every six months and uses information recorded and evaluated from planning, activities completed and from comments in the daily diary. The self evaluation form is discussed at staff meetings and further evaluated and reviewed. This six monthly reflection and any previous action plans are then used to complete the next planning sheets.

The provision meets the needs of the range of children for whom it provides.

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

At the last inspection the pre-school were given one recommendation, to review the written policies, especially the complaint's policy, the uncollected child policy and the child protection policy. These have all been revised and are in operation and therefore protect the children attending 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 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 records 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 that details of fire evacuation drills are fully recorded
- provide opportunities for children to serve themselves and participate in the preparation of the snacks.
- update Child Protection policy in line with recent changes, for example include details of Local safeguarding children board procedures

### **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):

- increase opportunities for children to write for a variety of purposes
- continue to develop staff understanding of the framework for planning and assessing the development of children under three

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