

Rose Hill Pre-School

Inspection report for early years provision

Unique reference number

EY299812

Inspection date

15/09/2008

Inspector

Jill Milton

Setting address

C/O Imagine Co-operative Childcare, Ashhurst Way,
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Telephone number

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Rose Hill Pre-School moved into the current premises in 2005. The group is managed by a voluntary committee of parents and carers. It operates from rooms in a building shared with a day nursery and there is access to an outdoor play area. The intake of children is from the residential area of Rose Hill close to the centre of Oxford.

The pre-school opens on weekday mornings during term time from 09.15 to 11.45 and on Monday to Thursday afternoons from 12.15 and 14.45. The pre-school is registered on the Early Years Register and provides care for up to 16 children between the ages of two years six months to five years. Care is also offered during some school holidays for the same age group. The pre-school supports children with learning difficulties and disabilities. Support is also offered to children for whom English is an additional language. The pre-school employs three staff who have a range of appropriate qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Staff provide children with well organised care in a warm and welcoming environment. Children of all ages quickly engage in play and new children receive the help they need to settle. Children enjoy their play though do not always receive interactions from staff that challenge and extend their individual learning. Staff have a positive attitude to inclusion and they demonstrate their respect for the families attending the setting and for adults working in the team. Staff work together well though they do not yet have an effective system in place to evaluate the quality of the provision. Apart from one omission documentation is used well to support children's care.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop more effective questioning techniques to stimulate children's thinking
- use the information gathered about children's development to plan their individual next steps in learning
- develop a system to identify the strengths and weaknesses of the group and plan for future improvements

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a record of risk assessment is maintained for the indoor and outdoor premises and for each type of outing (Documentation)

01/10/2008

The leadership and management of the early years provision

The established team of staff provide the children with a friendly and secure place to play and learn. The staff access training on a regular basis to improve their skills and knowledge. They mainly rely on their discussions to monitor the quality of what they offer and do not have an organised system of self-evaluation to identify strengths and weaknesses or plan for improvement. Despite this the staff do receive and respond to support from the committee and other professionals. They have addressed weaknesses identified at the last inspection, supporting children for example in their understanding of how to keep themselves safe by not running indoors. Staff work well with parents, ensuring helpful exchanges of information between home and pre-school. This is particularly effective in supporting families with children who have learning difficulties and disabilities. The staff have a broad range of policies and procedures to support their work and they review these on a regular basis. They carry out visual risk assessments of the premises and areas in use on outings though do not maintain a record of this information which is a specific legal requirement. Staff are knowledgeable about their responsibilities in safeguarding children, for example by keeping a range of information accessible to enable them to respond to child protection concerns.

The quality and standards of the early years provision

Children gain confidence and independence since the staff provide good support to their social and emotional development. Children are making their own decisions and this particularly supports their understanding of keeping healthy as they choose from a range of nutritious snacks or decide to play in the fresh air outdoors. Children play in a secure and colourful environment where they can access many resources for themselves. Children play safely since staff supervise them and alert them to potential hazards. They feel welcome in the setting since they can see their own art work, photographs and names on display. Children are starting to respect the views of others too as they see many visual images of different cultures or play with a good range of resources that celebrate diversity. Children have help from staff with their home languages and posters depicting dual languages respect their home backgrounds. Staff engage frequently with the children in short friendly conversations which are supportive but do not challenge thinking very deeply. Children play happily alongside each other and they are keen to behave well when asked by staff to tidy away resources.

Children are making steady progress in all areas of learning. They engage in mark-making and receive encouragement to name their own art work. Group story times are lively and staff use props to illustrate well-known books to engage the children's attention in the activity. Children gain in their understanding of technology when they choose to use the computer. Activities requiring scissors and sticky tape are popular and provide valuable opportunities to learn about tools and materials. Children use their senses to explore frequently visiting the sand or water trays. Staff set out the pre-school room and outdoor space effectively to ensure children are able to access all areas of the curriculum and there is an appropriate balance between child-initiated and adult-led activities. Staff collect together sufficient

information about the children's progress so that they can pass on information to parents and to the child's next provider. New parents share with staff what their children can do when they start and this helps to establish good home and pre-school links. Staff are familiar with preparing targets and helping children who have individual education plans. However most planning is based on the whole group and does not fully take into account children's individual learning needs.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.