

# Roundabout Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	143126
<b>Inspection date</b>	17/11/2008
<b>Inspector</b>	Joyce Bowler
<b>Setting address</b>	The Pratten Hut, Etsome Terrace, Somerton, Somerset, TA11 6LY
<b>Telephone number</b>	01458 274382
<b>Email</b>	
<b>Type of setting</b>	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**

Roundabout Pre-School in Somerton registered in 1992 and has been running for 21 years. It operates from a self contained mobile classroom which is accessible by a ramp and is situated next door to Somerton Primary School. The group have safely enclosed outdoor areas at the front and rear of the classroom. The pre-school is committee run and is on the Early Years Register. A maximum of 24 children from the age of two years until the end of the early years age group may attend at any one time. Currently, there are 48 children on roll. The pre-school is open five days a week during school term times from 09.00 to 12.00 and from 13.00 to 15.30. There are nine members of staff, all of whom hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

The friendly staff team demonstrate their skills and experience by creating an environment which is conducive to learning through play. They have made very good progress in establishing the new early years framework and demonstrate a strong commitment to improvement through effective monitoring of the provision. Children benefit from the inclusive approach which is evident not only in the friendly welcome given to each family but also via procedures which respect culture, background and any additional needs. Children's welfare and learning needs are met well as staff promote all areas effectively.

## **What steps need to be taken to improve provision further?**

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

- use the assessments of children's needs and progress to develop individual play plans for all and to refine the daily and weekly planning

## **The leadership and management of the early years provision**

The playgroup is led by a voluntary committee of parents who ensure that all staff are vetted and suitable to work in the group. The committee manages finances, fundraises and carries out appraisals of senior staff. The group belongs to the Pre-School Learning Alliance and use much of their documentation to ensure that policies and procedures are in line with their charitable status. Curriculum planning and the day to day running of the group is delegated to the staff team who manage the operational plan effectively. They have created an excellent staff induction folder and ensure that all members are up to date with current practices and follow agreed playgroup procedures, for example, in safeguarding children. They appraise their own practice regularly via staff meetings when they review all written systems and practices and have a record of continuous improvement. Actions taken to address the issues raised at the last inspection have been met in full resulting in improvements to health and safety, documentation and the

curriculum programme. It is evident that a lot of hard work and time has been spent in ensuring the successful introduction of the Early Years Foundation Stage framework.

The equal opportunities policy is implemented in practice as the individuality of each child and their family is respected and registration forms contain vital information on each child. The partnership with parents and carers is very good. Comprehensive and up to date information is provided in the prospectus, in newsletters and on notice boards. This is backed up by a daily exchange of information at drop off and collection times resulting in a good understanding of children's moods and needs on a daily basis. Recently, staff have sent out feedback questionnaires to include parents' wishes and views in future plans for the group. Behaviour strategies are shared with parents and the group fosters good behaviour and manners which results in cooperative play and children who are kind and friendly to each other.

Children are safeguarded by staff who are familiar with their policy and procedures and have access to guidance booklets and posters which are produced by the Local Safeguarding Children Board. These include local contact numbers for reporting any child protection concerns and what to do in case of an allegation against a member of staff.

## **The quality and standards of the early years provision**

Children benefit from procedures which promote their overall welfare very well with outstanding provision made to promote their health and safety. Staff follow effective routines which minimise risks of cross infection and are rigorous in their daily checks to remove potential hazards both indoors and out. They produce extensive written risk assessments which include annual checks of all fire safety equipment and daily checks of all areas and equipment used. They address issues promptly to protect children, for example, a new fire door is due to be fitted to the storage area following the recent fire safety officer visit. Staff are rigorous in assessing whether measures taken are effective or not, for example, they are removing outdoor mats in the rear garden after they discovered that these were more of a hazard than protection. They are confident that careful supervision of children in this area will prove more effective in preventing any accidents. Staff model good behaviour including following practices to promote hygiene and safety and children follow these. Children access the toilets with or without guidance according to their age and ability and wash and dry their hands appropriately by following the pictorial guidelines on display. They are learning to use the towel dispenser to ensure that they have a clean piece of towel each time. They are able to remind staff about why they need to wash their hands before eating and after using the toilet and messy play. Children are learning about healthy lifestyles as staff skilfully build in discussions about healthy foods and cleaning teeth during snack time chats. Children have increasing opportunities during play to take responsibility for their own safety. They are careful when going indoors and out, know not to throw sand in case it goes into a friend's eyes and are learning to use cutlery safely.

Good behaviour is an overall strength of the group. Daily routines are understood by the children who clearly know what levels of behaviour are acceptable. Pictures of helpful and kind children are displayed at child's eye level to remind them. Children may be heard to say please, thank you and sorry as necessary during sessions. They have excellent listening skills and are able to take part in whole group activities which require great concentration, turn taking and listening carefully, for example, during music time, story and register time. They love to take responsibility for special roles such as preparing snack, handing round cups and plates, counting at register and helping to tidy up. This boosts their self-esteem and staff ensure all children have a turn to foster a real sense of fair play. Children receive praise and stickers as praise for helping and they wear these with pride. Staff reinforce children's sense of belonging and importance in the group by involving them in the selection of toys, games and equipment during sessions. Children's learning and development is promoted effectively in the playgroup with excellent emphasis on them developing strong personal, social and emotional skills. Children are helped to settle in well and use of the 'All about me' topic gives staff valuable opportunities to learn more about them as children become members of this happy group. There is a good balance between adult directed and child led play. Much of each session is given over to free play with a choice of whether to stay indoors or to play outside. Staff are planning a broad curriculum which includes a wealth of exciting and interesting challenges for all children to access. All six areas of the curriculum are integrated well into the sessions, for example, children receive plenty of opportunities to recognise and use number and to solve problems such as how many more cups are needed at the snack table and how to make a track to walk around by moving obstacles in the playground. Two of the weekly afternoon sessions are for the children aged two to three years and age appropriate activities are provided. Staff demonstrate a good understanding of child development and record observations of children during play in order to assess their progress. They are using a variety of methods to record these and beginning to formulate individual play plans for each child. The daily and weekly planning shows some tailoring of activities for specific children although this system is in its infancy. Staff are booked on training for the Early Years Foundation Stage in 2009.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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.