

Barbara Rose Pre-School

Inspection report for early years provision

Unique reference number	100499
Inspection date	13/01/2009
Inspector	Janet Armstrong
Setting address	St Paul's Church Hall, Landford Way, Bournemouth, Dorset, BH8 0AZ
Telephone number	01202 512187
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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

Barbara Rose Pre-school has been registered since 1991 and operates from a church hall in Throop, on the outskirts of North Bournemouth. The pre-school is run by a committee and provides full day care for up to 30 children from age two to under five years. The pre-school is open Monday to Friday from 09.00 to 15.00 during term time only.

The pre-school is registered on the Early Years Register. There are currently 82 children on roll, all of whom are in the early years age range. The pre-school is in receipt of the government funding for early education. They cater for children with disabilities and learning difficulties. The pre-school has links with other early years settings in the area.

The accommodation is set out on the same level with no steps restricting access to the premises. The group have use of two rooms, the church area and basement with access to toilets and a kitchen. There are three enclosed gardens to the side of the hall.

The pre-school employs a qualified play leader who holds National Vocational Qualification at level 4 in child care and education. She is supported by 17 members of staff, of whom 10 hold a level 2 or higher recognised childcare qualification.

Overall effectiveness of the early years provision

Positive outcomes for children are promoted well through good practice and a caring and consistent approach from skilled staff who know the individual children well. Effective partnerships and positive use of the indoor and outdoor environments, to meet individual care and learning needs, means that children have high levels of confidence and self-esteem. The setting has worked hard since the last inspection to improve the quality of care and education offered.

What steps need to be taken to improve provision further?

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

- make creative resources more readily available to children to enable them to initiate their own art and design and use their imaginations to express themselves
- develop and build on the current self-evaluation systems to monitor and evaluate the impact of the service provided, so that they identify weaknesses to address and secure continued improvement and positive outcomes in children's care and learning
- further develop the assessment systems to enable parents to support the next steps in their child's learning

The leadership and management of the early years provision

Written policies and procedures, records and documentation are used well to support the individual care and learning needs of each child. Staff liaise positively with parents to ensure that relevant knowledge about individual needs and requirements are exchanged. Parent's views and family needs are recognised, valued and built on. For example, a parent representative system encourages parents to meet informally and support each other, as well as working with the setting. Initiatives, such as 'Dads are important' encourages fathers to play an active role in their child's enjoyment of books. The setting also works with other professionals to support the development and progress of children.

Systems for self-evaluation have been established which identify the setting's key strengths and what they do well. However, these are not always effectively evaluated to ensure that the setting continues to maintain their good practice and identify key areas for further development.

Secure safeguarding procedures ensure children's safety is prioritised at all times. A well organised, safe and secure environment enables children to explore independently under high levels of supervision. This is further enhanced by the clear procedures followed for the recruitment of staff and determining their ongoing suitability. Staff receive positive support from management to attend regular training to update their own skills and knowledge to benefit the children.

The quality and standards of the early years provision

Children's welfare is promoted very well. They enjoy and benefit from practical activities that promote their understanding of positive and healthy lifestyles. For example, appropriate clothing is provided to enable the children to play outdoors regardless of the weather. Children grow and harvest fruit and vegetables at the setting, and help staff to prepare and cook these to enjoy, such as soup and courgette cake.

Children are confident, happy and settled and have high levels of self-esteem. This is due to the staff's recognition and high regard to children's individuality. Staff are positive, enthusiastic and work well together as a team, encouraging the children to access the full range of opportunities and instilling a 'can do' attitude. This means that children are developing a strong sense of independence. Children's language skills are supported well through the frequent use of open-ended questions and discussion by staff. This means that children are becoming confident communicators. Children use their imagination well when they engage in role play, where they act out a variety of familiar roles. They have opportunities to engage in adult-initiated craft activities, however, access to creative materials is not regularly available to enable the children to initiate their own ideas and express themselves freely.

Planning enables staff to meet the children's individual needs in line with the Early Years Foundation Stage. Recently introduced assessment systems are working well

with secure systems for identifying starting points, tracking the progress children are making and identifying the next steps in their learning. Whilst staff discuss these with parents and how they can be promoted within the setting, they do not provide parents with ideas on how they can support this development at home.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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

There have been no complaints made to Ofsted since the last inspection.

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.