

Rodwell Pre-school

Inspection report for early years provision

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| Unique reference number | 141003 |
| Inspection date | 06/01/2009 |
| Inspector | Carol Johnstone |

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| Setting address | Off Rodwell Avenue, Weymouth, Dorset, DT4 8SG |
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| Telephone number | 01305 788270 |
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| Type of setting | Childcare on non-domestic premises |
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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Rodwell Pre-school opened in 1968 at the Wyke Road site. It moved to the current site where it has been operating since 1996. It operates from one large play room and a conservatory in a purpose built building, set within a residential estate. There are two enclosed outdoor areas which are used daily. The pre-school serves the Rodwell and Chaplehay areas of Weymouth, Dorset.

The pre-school is registered to care for 21 children in the early years age group. Children are accepted from two and a half years old. There are currently 38 children on roll. Of these, 27 receive funding for nursery education. Children may attend a variety of sessions. Children with additional educational needs and children with English as an additional language are welcomed and supported.

The pre-school are open five days a week during school term times only. Sessions are from 09:30 - 12:30, and during the summer term a session operates on some afternoons from 13:00 - 15:30. This is to cater for younger children who will be starting to attend in the Autumn term.

The pre-school employ five staff. Four work directly with the children, and one works as an administrator. Four staff have early years qualifications. Two hold NVQ level 2 and the other two hold NVQ level 3. The pre-school receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children are cared for in a safe, secure and friendly environment and they are happy and settled. Each child is known well by staff which enables them to be included effectively and to feel part of the group. Children enjoy their play, but effective assessment systems are not currently in place to ensure that each child reaches their full learning potential. There are strong partnerships with parents, however, links with other childcare providers who may share responsibility for the children attending are not yet in place. The staff team are committed to improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that regular observations and assessments are carried out in order to identify children's next steps for learning
- use the information gained from observations and assessments to plan activities which facilitate children's individual learning needs
- develop partnerships with other practitioners and external agencies sharing in the care of the children to ensure continuity of the delivery of the Early Years Foundation Stage

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

- ensure that fresh drinking water is available at all times

14/01/2009

The leadership and management of the early years provision

Policies and procedures relating to children's welfare are all in place and updated on a regular basis. The manager ensures that thorough checks are taken up when recruiting new staff to ensure their suitability and a comprehensive induction procedure is given to new staff. The manager encourages staff to undertake training courses when they become available. There is an ongoing programme of self evaluation involving all staff and the manager is very open to using input from external sources. However, action is not always effectively taken to address the areas for improvement that have been identified. Staff are very flexible in their approach and they work very cohesively as a team. They are deployed effectively to the activities, although the resources are not always organised in a way that will maximise children's independence in accessing them.

There are strong links with parents and open daily discussion about each child. Parents are invited to look at progress records at any time and regular newsletters inform them of planned activities. There is also a parent committee. There are secure partnerships with the local school to enable familiarity for the children who will be attending there. However, other groups and childminders who may care for children for other parts of the week have not yet been contacted in order to ensure continuity in the delivery of the Early Years Foundation Stage programme.

Staff ensure that daily risk assessments are carried out and there are also full risk assessments undertaken when outings are planned. All staff have current first aid certificates. The manager ensures that staff are clear of their responsibilities in safeguarding children and they have a clear knowledge of the types and signs of abuse and the procedures to follow if concerns are raised.

The quality and standards of the early years provision

Children are confident and secure in the preschool and they hurry in when the door is opened in the morning to self register and get to the activities. Children are interested in what is happening around them and they are developing firm friendships with each other. They are encouraged to use good manners and they know the 'kind hands' rule. Children clearly show respect and concern for each other, for example sharing spontaneously during their play. The consistency with which children's behaviour is managed by staff is very good. If a child displays challenging behaviour, staff remain very calm and very clear about what is expected. Consequently, children are learning how to have awareness of the feelings of others, what is right and wrong and why it is necessary to have behavioural boundaries. All staff are sensitive to the individual needs of the

children and they make sure that each child is included in the activities if they want to be. They are patient and caring, particularly when settling new children. Two trained special needs coordinators very effectively support children needing additional assistance. Children learn about diversity through topics and discussion.

Staff know the children and their families very well which promotes their security and familiarity with the staff team. Children enjoy the activities, particularly the adult led ones and staff make sure that each child experiences a different range of activities each day. Children spontaneously chat to each other during their play. They also join in at story time and tell the staff what will happen next. They enjoy dancing to music tapes and putting their hands on their hearts to feel the effects of exercise on their bodies. Currently, some children are being 'explorers' and are examining mini beasts and types of tree bark using magnifying glasses and binoculars.

The planning of activities broadly covers the areas of learning contained within the Early Years Foundation Stage and has started to incorporate children's interests. However, systems for making regular observations of children's abilities and using that information in order to plan the next steps for children's learning are not yet effective. Consequently, the planning does not facilitate children's individual learning needs. Children are making steady progress due to the informal knowledge that the staff have of where the children are in most areas of their development, although this is not always consistent. Staff are currently in the process of developing their knowledge of the Early Years Foundation Stage and how it will work effectively in practice.

Children's welfare is promoted in a variety of ways, including strict adherence to the sickness and medication procedures. Children are given milk or water at snack time along with toast, raisins or fruit. However, there is no water accessible for independent use throughout the session, which is a welfare requirement. Staff promote healthy eating with parents to ensure children have balanced packed lunches. Staff make accurate recordings of children's arrival and departure times and the fire drill is practised regularly. Staff consistently help children learn about their personal safety and there are regular visits from safety and health workers in the community. Children have regular fresh air and exercise through daily outdoor play, where they are able to practise a range of physical skills.

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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 3 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others? | 3 |
| How well are children safeguarded? | 3 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 3 |
| 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? | 3 |

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 B: the Childcare Register

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| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
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| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
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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.

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