

Rushwick Pre-School

Inspection report for early years provision

Unique reference number	205296
Inspection date	05/03/2009
Inspector	Aileen L King
Setting address	c/o Rushwick Primary School, Upper Wick Lane, Rushwick, Worcester, Worcestershire, WR2 5SU
Telephone number	01905 420901
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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).

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

Rushwick Pre-School opened in 1997. It operates from a purpose-built unit within the grounds of Rushwick Primary School in Worcestershire. There is ramped access to enable children and adults in wheelchairs to enter with ease. A maximum of 20 children may attend the setting at any one time. The pre-school is open Monday to Thursday from 09:00 to 15:30 and on Friday from 09:00 to 13:00 during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from two to five years on roll who attend on a part-time basis. Of these, 23 children receive funding. The setting supports children with learning difficulties and/or disabilities and has procedures to support children who speak English as an additional language.

The pre-school employs six staff, one of whom is an administrator. Four staff who work with children hold appropriate early years qualifications; one member of staff is qualified to Level 6 and holds Early Years Professional Status. The pre-school receives support from a mentor teacher from the local authority and has links with the Early Years Foundation Stage in the school on site. The pre-school is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Rushwick Pre-School offers a good level of provision for children, who are progressing at a good pace in their learning and development, because their needs are catered for well. This very inclusive setting values children's input and ideas and the support offered for learning difficulties and/or disabilities is excellent, which means all children can be involved in the range of interesting activities provided. The excellent care provides extremely well for children's welfare and the pre-school is a very nurturing environment. Self-evaluation of the provision is excellent with a very clear sense of vision and no hint of complacency. Combined with clear leadership, cohesive teamwork and the positive partnership with parents and carers the pre-school has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop further children's awareness of cultural diversity in the wider community
- seek children's views of the provision, especially as part of the development of the outdoor area

The leadership and management of the early years provision

The pre-school has an ethos of considering and acting upon the children's views and the children are regarded as valued learners within the provision. To this end and from the excellent self-evaluation of the setting it has been identified that there needs to be greater consultation with the children about the ongoing development of the outdoor play area towards creating an 'outdoor classroom'. Improvements since the previous inspection have included developing the arrangements for assessing children's learning and development and also ensuring there are strategies in place to support children learning English as an additional language. These aspects have been addressed successfully and assessment is now used well to inform children's future development and to plan the next challenging steps for them based on what they can do and understand. From this children have targets for their learning which are shared and agreed with parents and this is beneficial in promoting an effective partnership with parents being involved in the learning process. Parents' comments about the pre-school were very positive and these included, 'staff are really approachable' and that there is a 'really caring and nurturing environment'. Parents indicated how impressed they are by the very proactive response from staff to comments from children and parents and how quickly they act to meet children's specific needs. The links with parents and carers and the information which results means the staff are particularly well placed to support children with particular needs. Staff expertise and commitment ensure children have the required support when needed during the session.

Self-evaluation and the resulting action plan are comprehensive. The evaluation of the setting is very analytical and reflective and the action plan is well organised and identifies areas for development very clearly. The setting has made excellent headway in judging the effectiveness of the provision and has identified seeking children's views more and enhancing their awareness of cultural diversity as the main aspects for future development.

Safeguarding arrangements meet government regulations and ensure the children are kept safe. There are clear procedures for dealing with incidents and noting these to inform parents. Regular checks are made on the premises and equipment and records are kept up to date.

The quality and standards of the early years provision

Children come into the pre-school excitedly, keen to dress up and involve themselves in the activities provided. Parents and carers are made to feel welcome in the setting and chat to staff about their children, which all add to the generally busy atmosphere of the pre-school. Staff are supportive, positive and engage well with the children, enthusiastically developing their play, whilst reinforcing vocabulary, language and imagination. Displays show the children's creative work is encouraged and that there are activities which reflect traditions, such as acknowledging Chinese New Year. The resources used in this work are put to good use by the children when it comes to snack time and they use the chopsticks to good effect to 'spear' their fruit segments. Healthy eating is actively encouraged

and a balanced range of snacks are provided.

Children use the outdoors well and involve themselves in a range of activities, for example to explore space and three-dimensional structures and to create their own collage pictures. As the session progresses more children take the option to use the outdoors to practise their skills on bikes and scooters, to negotiate the space, developing coordination and control, and to participate in very energetic play. Children also develop their skills outdoors, for instance in learning how to time their activities, participating in treasure trails and developing their imagination and creativity. The programme for the children's learning is well planned and offers a good range of practical tasks which boost the children's development of reasoning skills, especially promoting their ideas about problem solving. For example, during the inspection the play dough had to be replaced and the children thoroughly enjoyed the experience of measuring the ingredients and blending these and then were excited that the resulting dough was still warm when they came to use it. Also as part of this activity it was made very clear to the children that they should wash their hands before handling the ingredients, which was very effective in reinforcing hygiene routines.

Sessions are well managed and organised and the staff make sure the children are settled and content and have 'gone the extra mile' to make children aware of how to keep themselves safe. Children are happy, keen to be involved and behave well. They have individual learning journeys which are used well to record their achievements and progress and these assessments are used well to plan the continuous provision indoors and outside. Staff thoroughly enjoy their work with the children which impacts very positively on the children's attitudes, dispositions and behaviour. Staff enthusiasm means the children are keen and active participants in all aspects of the pre-school's work. There is a very good level of respect for the children's views which means the setting is keen to consult with children on what they would like to have in the pre-school and this enables them to make a very positive contribution. Children with learning difficulties and/or disabilities are very well supported, and as the session progresses all children become increasingly engrossed in the range of activities. Staff are observant and are prepared to let children develop their own ideas and build their confidence to join in when they are ready in their own time. Staff are flexible in meeting the children's needs and children are free to develop their own interests and skills which has a positive impact on their levels of concentration and perseverance. The emphasis on creativity and children using their imaginations is particularly good.

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?	1
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?	1
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?	1
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?	1
How well are children helped to make a positive contribution?	1
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 B: the Childcare Register

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

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

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.