

# Ruperts Under 5's Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	106022
<b>Inspection date</b>	18/05/2009
<b>Inspector</b>	Mark Anderson

<b>Setting address</b>	Seaton Primary School, Valley View,, Seaton, Devon, EX12 2HF
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<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 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**

Rupert's Under 5's Pre-School has been registered since 1993. It is on the Early Years Register and is a sessional pre-school, providing weekday morning and afternoon sessions in term time, from 09:00 to 11:30 and from 12:30 to 15:00. The group is registered to care for up to 26 children, aged from three to five years. There are currently 47 children on roll, including 43 funded three and four year olds. Most children attend two or three sessions each week, increasing to five sessions before the transition to school. Some sessions each week are reserved for three year olds, and some for four year olds, while other sessions are for mixed age-groups. There are nine staff who work with the children, six of whom have appropriate child care qualifications. The pre-school meets in a large mobile classroom, located within the grounds of Seaton Primary School, and has weekly use of the school hall and regular use of the school playing fields. The premises have their own kitchen, integral toilets and an enclosed, outside play area. The pre-school is a member of the Pre-School Learning Alliance. Children with disabilities are welcomed and included. The pre-school receives support from the local authority.

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

Overall the quality of this provision is good and it delivers a consistent level of care and education in all areas. The leadership has established effective routines and procedures but is constantly seeking to find ways of improving their practice and has good capacity for further improvement.

The pre-school has built up a high degree of mutual trust between parents and staff.

The children are very happy and always look forward to coming. An inclusive approach underpins all that takes place.

The caring ethos and positive atmosphere is created by committed staff whose teamwork and mutual support is of the highest order. Children make steady progress during their time in the setting and are extremely well prepared for their transition into full time schooling.

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

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

- introduce a more structured and inclusive approach to delivering the problem solving, reasoning and numeracy (PSRN) area of learning within the Early Years Foundation Stage
- formalise the setting's self-evaluation procedures to increase their effectiveness in evaluating the effectiveness of the setting and informing future improvement
- build further on, and increase, parental involvement in their children's care

and development

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

All statutory policies and checks are in place and the setting operates within appropriate ratios. Effective safeguarding policies are in place and understood by all staff who apply them consistently and vigilantly. The record of medicines administered has to be signed by the parent at the time of collection. Matters relating to the children's security and welfare are strictly overseen. This is particularly apparent at the beginning and end of each session when 'drop off' and 'pick up' routines leave nothing to chance regarding the children's safety.

The committee and staff work effectively together and the overall teamwork within the setting is a major strength. Staff turnover is very low and many staff were originally parents or committee members. Staff are well qualified and seven adults have a paediatric first aid qualification. The setting has developed a harmonious relationship with the primary school and the great majority of children transfer to the school. A particularly effective relationship exists between the setting's staff and the school's Early Years Foundation Stage staff and enables children to move smoothly from the pre-school to the reception classes.

Planning is sound and ensures that the needs of every child are met and there is a clear focus on developing opportunities for independent and personalised learning. Staff are committed to ongoing professional development.

There is effective communication with parents who are kept well informed via detailed notice-boards, newsletters, questionnaires, formal meetings, as well as daily conversations at the beginning and end of the day. They are also encouraged to be involved in contributing to their children's records of progress and helping out with off-site trips and excursions to a variety of local destinations.

The setting is run efficiently and is well resourced. The staff really 'know' the children and teaching is effectively tailored to individual interests and characters. Self-evaluation is sound and the manager and other adults have an accurate view of children's abilities and ongoing progress. The relatively spacious learning environment allows a wide variety of activities to be made available and enjoyed simultaneously without compromise. This ensures that all six areas of learning within the Early Years Foundation Stage framework are accorded appropriate weight.

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

Every member of the pre-school was observed to settle very quickly to a well established morning routine in which the first hour was devoted to indoor pursuits. This was followed by the ringing of the bell to signify the opening of the doors to the outdoor learning area as well as the opening of the snack bar at which the children were encouraged to make their own choice from a wide variety of freshly prepared fruit. The opportunity for free-flow ensured that there was a strong

emphasis on child-led, independent learning, very ably supported by experienced and professional interaction, extension and support from the caring staff. Their interaction with the children was challenging, caring, supportive and encouraging.

Children can choose from a number of interesting and well planned and prepared activities and the 'buzz' of happy, excited voices heard was a clear indication that learning was taking place in every area. This extended from the patient painting of individual patterns on 'soon to be planted' sunflower plant pots to the ride-on-toy 'Grand Prix' taking place outside.

Children in the setting are confident and the staff focus strongly on developing their self-esteem and social skills, providing excellent role models. The adults are clearly willing to go the extra mile to facilitate the children's development and enjoyment with the manager 'leading from the front' by dressing up as a bear, Easter Bunny etcetera. They take the time to listen to children and react encouragingly to children's suggestions and ideas. A calm but busy atmosphere is clearly the norm in which children have the opportunity to build strong friendships and learn the importance of cooperation and develop awareness of the needs of others.

Children are taught about the importance of personal hygiene through well established daily routines. Every child who attends this setting is given a sound start and leaves with the confidence, social skills and enthusiasm required to move smoothly and successfully into the 'big' school.

## 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?	1
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?	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

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