

# Roselands Pre - School Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY256976
<b>Inspection date</b>	18/06/2009
<b>Inspector</b>	Maureen Edith Sinclair / Jacqueline Fryer
<b>Setting address</b>	Salisbury Road, Tonbridge, Kent, TN10 4PA
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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**

Roselands Pre-school has been registered since January 2003. It operates from a large hall and three rooms of a church and is situated on a housing estate on the outskirts of Tonbridge. The pre-school is registered on the Early Years Register to care for 50 children in the EYFS age range. The pre-school is open each weekday from 09:00 to 12:00 for 38 weeks of the year. Children have access to a secure outdoor play area.

There are currently 44 children on roll. The setting provides funded early education. Children come from the local area. The pre-school supports children with learning difficulties and /or disabilities and children with English as an additional language.

The pre-school employs eight members of staff, all of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is good. Staff have a good knowledge of each child's individual needs which enables them to successfully promote all aspects of children's welfare and learning. There are good processes in place to ensure that all parents and children are fully included in the day to day routines of the pre-school. Regular reflection on practice by the manager and staff ensures that areas for improvement are identified and addressed, improving outcomes for children.

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

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

- improve the use of observations and planning systems to ensure information is accessible to all staff and can be used effectively to plan next steps for children and to ensure all areas of learning are covered.

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

Strong leadership and a competent staff team ensure children are cared for consistently well and make good progress in their learning and development. The manager has plans to conduct appraisals in September when she will have been in post for a year. She has used this time to assess the strengths and weaknesses of the staff and the provision. There is a robust recruitment process to ensure that staff are suitable to work with children.

Children's safety is fully ensured as effective risk assessments are undertaken regularly and any issues addressed. The premises are secure and visitors are required to sign in. The hall is attractively laid out and staff use posters and

photographs to provide a bright and welcoming atmosphere, where children feel welcomed and valued.

There is a full range of policies and procedures in place. These are available to parents in the welcoming entrance hall and a shortened version is given to parents in the informative prospectus. The pre-school ensures that all parents are able to access information by having some information translated into other languages, when necessary. Parents are given regular updates on their children's progress and are invited to contribute to children's records and to share information to enable staff to build upon children's interests. The good working relationships with parents and other professionals ensure that all children's needs are known and met and that children and parents with English as an additional language or children with learning difficulties are fully supported.

The manager and staff have reflected honestly and effectively on their practice and have identified areas for improvement. Action has been taken to improve, such as introducing storage trolleys so that children have easier access to resources. There are plans in place to address other issues.

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

Good staff deployment and clear learning objectives mean that children make good progress towards the early learning goals. Staff know children well and are developing the use of observations of what children do to assess their learning and to plan activities to promote their next steps. Children are assigned to a key person which helps them to feel secure and develop a sense of belonging. Activities promote children's personal interests and abilities as well as providing new challenges.

Children have many opportunities to count and compare numbers and confidently count to 10 or more. At story time where the number 10 is repeated one child states 100 is more than 10 and 1000 is more than 100. Children's language is developing well and they confidently discuss that rabbits live in a warren. One child talks about seeing the squirrels in the tree tops from the top of the bus. Children use technology with confidence, drawing patterns with the computer and using tills in the role play area.

Children learn about healthy eating. They talk confidently about foods that are good for them and how they should not eat sweets because they make teeth bad. They are learning about good hygiene practices through gentle reminders and posters around the walls reminding them to wash their hands, dispose of tissues and cover their mouth when coughing. They have daily opportunities to enjoy active outside play. Children are reminded about safety when playing outside on bikes and cars. Staff talk about holding hands when crossing roads and about stranger danger. Children are reminded about not running to prevent accidents.

Children's behaviour is excellent, and as result, all children flourish in a calm, harmonious atmosphere. All children take part in discussions about acceptable behaviour and staff use a behaviour board and posters to reinforce these

discussions. There are good arrangements to enable all children to communicate effectively within the nursery. Staff make good use of resources such as routine boards to ensure all children have effective systems to express their needs and wishes.

## 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?	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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