

Round Green Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Round Green Pre-School has been open for over 20 years and is managed by a voluntary management committee. It operates from two main rooms in a church hall in Luton, Bedfordshire. Children have access to the fully enclosed outdoor play area.

The setting receives funding for early education. It is open each weekday during term-time only and sessions are from 9.30am to 12.30pm. The setting is registered on the Early Years Register to provide 30 places and there are currently 23 children attending who are within this age group. The setting serves a wide catchment area. A small number of children attend other settings such as local nurseries. The setting currently supports a number of children with special educational needs and/or disabilities and several children who speak English as an additional language.

There are five staff members, all of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff maintain a very positive approach to self-evaluation and use thorough procedures to support the continuous review of their work. This enables them to prioritise actions and improvements and thereby offer a service which remains responsive to children's needs. Good partnerships with parents and carers mean that staff have a thorough knowledge of each child's needs. They can therefore ensure that these are consistently met and children are offered appropriate support to participate in the activities and routines of the setting. Staff's good interaction with children and their confident approach to enabling them to develop their own play are key strengths and mean that children are actively involved in their learning and develop positive attitudes to this.

What steps need to be taken to improve provision further?

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

- develop the use of the outdoor play area in order to plan and provide further experiences for children as they progress towards the early learning goals
- take further measures to ensure that children are unable to access other areas of the building unsupervised.

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently promoted as the setting has robust safeguarding procedures. Staff attend regular training and review their procedures to ensure

that they are able to work together to protect children. Stringent checks are carried out to ensure that all staff are suitable to work with children. Thorough risk assessments and safety checks before and during the sessions ensure that hazards are minimised. Good daily practice, such as ongoing explanations from staff, reinforce children's understanding of safety issues. For example, they understand why it is important not to run inside. However, children's safety is not fully promoted as there is the potential for them to access some areas of the building unsupervised.

The manager has a clear vision for the future, fully involving staff and parents in reviewing the setting's practice. All staff have a positive attitude to feedback and a good ability to prioritise actions and improvements. This means that changes are introduced sensitively and their impact is always monitored. For example, the layout of the room has been changed and this means that children can move safely between their activities and are able to make independent choices about their play. All roles and responsibilities are clearly defined, meaning that children's care is consistent. Staff work well as a team and are supported in attending further training. This creates a positive environment, where both staff and children are secure and happy. Resources are used well to promote children's learning and development. For example, staff make sure that children have a wide choice of toys and equipment and these are rotated in response to children's needs and interests.

Managers and staff have a good understanding of anti-discriminatory practice. They ensure that appropriate policies are implemented daily and that they therefore offer a service which is inclusive for all children and their families. They work closely with parents and carers to ensure that they understand each child's background, culture and needs, taking account of this information when planning activities. Children's self-esteem is promoted because staff always listen well to them and value their views and contributions. Good communication with parents means that staff are able to work well in partnership with them. Parents receive thorough information about the setting and their child's progress, for example, through a practical prospectus, newsletters and meetings with key workers. The setting also works well with other professionals such as speech therapists and specialist advisers, further promoting consistent, appropriate care for children.

The quality and standards of the early years provision and outcomes for children

Children make good progress and are supported in achieving because staff have a confident knowledge of the Early Years Foundation Stage. They use clear procedures for assessing children, using this information to inform activity planning and ensure that children are offered appropriate support and activities that promote their individual development. Staff encourage children to explore and develop their own play, sensitively intervening to extend children's thinking and learning. This enables children to take an active role in their own learning and they are developing positive attitudes to this.

The environment is attractive and generally accessible, enabling children to make

independent choices. Their enjoyment is enhanced and their learning extended because staff join in appropriately with their play and discussions. For example, children explore the bricks and animals before a staff member joins them and they discuss the differing features of the animals and where they live. The good organisation of the indoor play area means that children are offered a wide range of activities that promote their development. However, outdoor play areas are not fully utilised to offer children an extended range of opportunities. The good planning with regard to resources means that children are supported in gaining skills that will help them in the future. For example, they learn about the uses of information and communication technology as they use the computer, competently choosing and completing programmes. Children learn about the relevance of healthy lifestyles as they participate in activities and discussions, for example, noting how their heartbeat has increased after a physical exercise session.

Children's development is promoted because staff make good use of incidental learning opportunities. For example, whilst building with large blocks, a staff member encourages children to think about how they could make their towers stronger, introducing vocabulary such as 'strong foundations'. Children gain a good understanding of appropriate behaviour as they help develop and implement the setting's 'Golden Rules'. They participate in discussions about feelings, talking about how their actions affect how other children feel. Staff act as good role models, gently explaining to children the implications of their behaviour and encouraging them to work together to resolve issues. Children's understanding of diversity is developed as they access resources which give positive images. They celebrate a range of festivals, often inviting parents in to share information about their culture and beliefs.

Children who speak English as an additional language are offered appropriate support to enable them to make good progress. They are supported in developing their use of English and their own language is also valued, with staff using key words in this. The setting also translates their prospectus into other languages in order to help parents and children feel welcome and settled. The good procedures for working with parents and others mean that children who have special educational needs and/or disabilities are offered appropriate support to enable them to participate meaningfully. The good use of information from assessments means that children are offered a range of activities that interest them and encourage them to explore. For example, after noting that several children particularly enjoy messy play, staff extend this by providing a wide range of resources each day; the children thoroughly enjoy discovering animals hidden in the shaving foam and their interest is maintained as the following day the shaving foam has been transformed with glitter and sequins, with an additional tray of corn flour to encourage further exploration.

Children's behaviour demonstrates that they feel safe. They confidently select resources and play independently or with other children and staff. They develop further skills for the future as they share ideas and work together. For example, children explore the cars and garages, working out how to construct the slopes to the upper levels and deciding which cars fit; their problem-solving skills and language are developed further as a staff member joins them and, with the good use of open questions, encourages them to work out whether it is easier for the

cars to go up or down the slopes. Children have many opportunities to develop early reading and writing skills. For example, they make marks in the sand and corn flour mix, enjoy chalking on the outdoor boards and help themselves to writing materials, often writing their own names on their work.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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