



Roundabout Pre-School

Inspection report for early years provision

Unique Reference Number	143126
Inspection date	14 November 2005
Inspector	Elaine Douglas
Setting Address	The Pratten Hut, Etsome Terrace, Somerton, Somerset, TA11 6LY
Telephone number	01458 274382
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Registered person	Roundabout Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Roundabout Pre-School is run by a committee. It opened in 1987. It operates from a self contained mobile classroom. It is situated in Somerton, next door to Somerton Primary School. The group have access to their own safe enclosed outdoor area. A maximum of 24 children may attend the group at any one time. The group opens five days a week during school term times. Sessions are from 09. 00 to 12.00. Afternoon sessions are from 13. 00 to 15. 30 subject to demand.

There are currently 54 children from 2 1/2 to 5 years on roll. Of these, 25 children receive funding for nursery education. The pre-school serves the local area and caters for the needs of children from Somerton and the surrounding areas. The group supports children who have special needs.

The group employs nine members of staff who all work part-time. Three members of staff including the two supervisors hold appropriate early years qualifications. Two staff are currently working towards a qualification. The group have links with the reception class teacher from the primary school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from illness by appropriate procedures which are shared with parents. Accurate records are kept of any accidents. Younger children are protected from cross contamination by good nappy changing procedures. Staff wear gloves and an apron, and thoroughly clean the changing mat with antibacterial solution. Children play in clean premises which are appropriately heated and ventilated. Good first-aid equipment is hygienically maintained and most staff hold a current first aid qualification.

Children are developing a good awareness of healthy practices. They take part in well-planned activities such as, care of their teeth; which are supported by visitors to the group. For example, a doctor, a nurse and a hygienist. Children independently wash their hands using soap. Staff regularly remind children of the reasons why they should wash their hands. They are provided with good nutritional snacks and drinks. However, not all children can access fresh drinking water at other times.

Children's health is enhanced by regular opportunities for physical activities both inside and outside. They develop new skills, as staff effectively use the Foundation Stage Curriculum and Birth to Three Matters framework to plan appropriate activities. For example, they develop spatial awareness when they take part in an obstacle course, climbing through, under and over equipment. They have daily opportunities to enjoy fresh air and exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play safely in effectively organised premises which provides sufficient space. The premises are safely maintained. Children are kept safe through very effective security procedures. Staff monitor the safe arrival and collection of children, and any visitors to the premises. Staff carry out appropriate risk assessments which identify potential hazards, within the building, the grounds and on outings. Children use well maintained equipment which is appropriate to their stage of development. They use large equipment such as the climbing frame safely, through suitable supervision.

Children's welfare is safeguarded by the staff's sound knowledge of child protection issues; how to record concerns, keep confidentiality and report where necessary. Appropriate documentation is readily available to provide staff with further guidance and contact numbers.

Children learn about safety for themselves. They are safeguarded by the clear fire safety procedures, which are practised frequently. Children gain an awareness of the procedures and how to assist the staff in evacuating the premises. Staff hold children as they stand on a chair to sing to the group or mount the rocking horse. This gives children the message that it's okay to do this and consequently they are at risk of accidents when they climb on and over the tables and chairs.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children under three benefit from the implementation of planning, based on the Birth to Three Matters framework. This ensures children take part in a good range of appropriate activities which promote their all-round development. Children built good relationships with staff who encourage them to get to know each other. For example, snack time is used as a social occasion and to learn each other's names. Their language is developed when staff ask good open-ended questions, and listen and respond well to them. They behave well through praise and encouragement.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make sufficient progress towards the early learning goals. Staff effectively plan to ensure children benefit from the activities and staff are clear of the learning intentions. They make regular observations on the children's achievements and record these to clearly show children's development. Staff make good use of daily routines to teach. For example, children count how many are present at registration; they find their names at snack time by sounding out the letters; and children take part in daily discussions about the weather and calendar. Children benefit from a satisfactory range of child initiated and adult led activities. However, some adult led craft activities are over prepared and do not extend children's imagination or challenge the more able children.

Children develop independence as they confidently select activities and resources. They take care of their personal hygiene and help at snack time. Children respond well to consistent behaviour management strategies. However, they do not always understand the expectations on their behaviour or manage their own behaviour effectively. Consequently their learning is sometimes hindered by arguments. They regularly enjoy books, individually and in groups. They generally enjoy whole group stories and respond by asking and answering questions. Children engage in conversations throughout their play. They are beginning to understand the purpose of writing through access to resources and give meaning to their marks. For example, children make shopping lists in their role-play. The older and more able children write recognisable letters and their name. Children regularly take part in mathematical activities and use mathematical language in their play. For example, children building with blocks decide which is the highest, another child says he can make his bigger.

Staff effectively encourage this by asking if it is taller or shorter than themselves.

Children learn about their own environment and the natural world. They access programmable toys and have opportunities to use ICT to support their learning. They discuss significant events in their own lives. However the older and more able children have limited opportunities to learn about other peoples cultures and beliefs. Children's imagination is enhanced by regular access to small world toys and role-play equipment. They enjoy experimenting with paint and other media. However, they have limited resources to make choices about joining materials together. Children spontaneously sing and enthusiastically join in with songs and rhymes.

Helping children make a positive contribution

The provision is satisfactory.

Children settle quickly on arrival and have a good understanding of the daily routines. They are relaxed and generally confident in the environment. Children develop some understanding of their own environment and the wider world, through planned activities and their play. However, there are limited resources to provide positive images of people with disabilities. They are willing to tidy up and take care of the environment. Their behaviour is satisfactory and they are supported through appropriate behaviour management.

Children's individual needs and special needs are met, as staff gain appropriate information from parents and ensure it is acted up to provide appropriate care. Good systems are used to ensure all children are involved and included. For example, staff ensure all children have opportunities to help with snack time and to take 'spot the dog' home. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are provided with good information on the setting and the provision. They are given good examples of how the Foundation Stage Curriculum is implemented and the activities provided. Parents are encouraged to be involved in the group, the committee and their child's learning. Parents have good opportunities to meet their child's key worker, to discuss their development and to see written records.

Organisation

The organisation is satisfactory.

Children are cared for by experienced and mainly qualified staff who continue to update and improve their knowledge. Appropriate recruitment procedures ensure suitable staff are employed and annual appraisals monitor ongoing quality and training. However, there is no written induction programme to ensure any new staff receive consistent information on their responsibilities. Children are safeguarded by clear policies and procedures which are effectively implemented by staff. Satisfactory documentation supports staff in providing appropriate care. However, the consent for emergency treatment is not clearly stated. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is satisfactory. The joint leaders work well together and keep each other informed through effective communication, this ensures consistency. The staff are clear about their roles and responsibilities, and work together well as a team. Staff are given regular opportunities to take responsibility by leading the sessions; this supports staff well in their own development. Regular evaluation of the practice and the follow-up of actions promotes continual improvement. Supervisors work directly with staff and children, and steer the work of the setting. The committee effectively support the group and through adequate documentation, understand their roles. Staff have good opportunities to liaise with the committee and attend their meetings.

Improvements since the last inspection

At the last care inspection the group was asked to develop an action plan for the deputy staff to achieve appropriate qualifications; to ensure good hand washing practices are in place; to write relevant policies and procedures for outings, recruitment and complaints; and to ensure staff are deployed appropriately.

Since that inspection one deputy has gained a level 3 qualification and the other will complete her qualification by the end of this year. This will ensure that in the absence of the supervisors the deputies will have appropriate training and knowledge, to run the group. Soap dispensers have now been installed in the children's toilets. Children are now protected from illness by good hand washing procedures. Outings, recruitment and complaints procedures have been written and adopted by the group. The group are now revisiting the complaints procedure in line with the changes to the national standards. This ensures that children are kept safe.

At the last nursery education inspection the group were asked to review the organisation of staff and resources to ensure they are purposefully involved in activities and that children are involved in structured activities to offer stimulation and challenge. To extend planning to identify learning intentions and develop the use of evaluation and assessment. To develop procedures to monitor and evaluate the practice of the provision to ensure continued development.

Since that inspection the group has set a clear action plan. Staff are now deployed effectively to support children in their activities. Children have good opportunities to take part in focused and adult lead activities. The staff's knowledge of the children ensures activities meet their individual needs and challenges the more able children. A new format has been introduced for the planning. Learning intentions are identified as well as the staff role. Staff now regularly evaluate the practice to check the effectiveness and look at ways to improve. Clear systems for monitoring children's achievements identifies their progress. Children now take part in worthwhile activities and are provided with good interaction from staff to support them effectively in working towards the early learning goals.

Complaints since the last inspection

Ofsted has received one complaint, since the last inspection relating to National

Standard 11: Behaviour and Standard 12: Partnership with parents. The complaint related to a child biting other children over a period of time which the nursery had not addressed effectively, so it had become more frequent; the nursery had not worked well with the parent to address the issue and that they had been negative about the child; and the parent finds it hard to approach the staff. We carried out an investigation on 28 September 2005. The child's records and staff comments included many positives about the child and recent improvements in behaviour. Staff had received relevant training and were able to put it into practice. They had taken action to work with the parents. Staff acknowledged that there was no where private for them to discuss issues with parents. We made a recommendation that they record the actions which are taken in conjunction with parents to support children in managing behaviour. We found no evidence that the provider was not complying with the national standards. The provider remains qualified for registration.

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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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children can regularly access fresh drinking water
- ensure staff provide a suitable role model to support children's awareness of keeping themselves safe
- revise the system for obtaining parental consent for emergency advice or treatment to ensure it is clear
- increase the activities and resources which provide positive images of people with disabilities
- devise an induction programme

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered

person should take account of the following recommendation(s):

- plan to provide more opportunities and activities of the older/more able children to develop an awareness of other peoples cultures and beliefs
- provide more resources for children to make choices on different techniques to joint items together and provide greater opportunities for children to complete adult led craft activities to their own satisfaction
- further develop children's understanding of expectations on their behaviour and the need for self-discipline, to work together harmoniously

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