



## Rodwell Pre-school

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 141003  |
| <b>Inspection date</b>         | 02 February 2006                              |
| <b>Inspector</b>               | Carol Johnstone                               |
| <b>Setting Address</b>         | Off Rodwell Avenue, Weymouth, Dorset, DT4 8SG |
| <b>Telephone number</b>        | 01305 788270                                  |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Rodwell Preschool                             |
| <b>Type of inspection</b>      | Integrated                                    |
| <b>Type of care</b>            | 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](http://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?

Rodwell Pre-school opened in 1996. It operates from one room and a conservatory in a purpose built building within a residential estate in the Rodwell area of Weymouth.

A maximum of 21 children from 2 years to under 5 years may attend at any one time.

The pre-school opens from 09:30-12:30 for five days a week during school term times only. In the summer term an additional session operates from 13:00-15:30 on

Mondays and Wednesdays.

There are currently 36 children on roll, 28 of whom receive funding for nursery education.

The pre-school has four staff, three of whom have early years qualifications and one who is working towards a qualification.

The pre-school receive support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are protected from the spread of illness through an effective sickness policy that excludes children with anything contagious for a minimum period. They are also protected from the spread of head-lice as staff require children to be checked by parents twice a week. Most of the staff hold first aid certificates so that appropriate care can be given in an emergency and there is a well-stocked first aid box.

Children learn about their personal hygiene through knowing when they should wash their hands, for example before snack time and after using the toilet. However, the procedures currently used do not minimise the risk of cross-infection.

Children learn about their bodies and how they work. They have regular visits from the local dentist, doctor and health visitor, who talk to them about how to care for themselves. In addition children do topic work such as "our bodies" where they draw around parts of their body, look at skeletons and read stories. Children also learn about healthy eating. They have healthy snacks and drinks each day, such as fruit, wholemeal toast and milk. Parents are encouraged through the regular newsletters to send healthy foods in children's lunch boxes.

Children have fresh air and exercise each day. They have a selection of bikes, cars, scooters, balls, hoops and bean bags. In addition there is a playhouse, slide, sand pit, balancing beam and climbing frame. Children use a range of movements such as hopping, jumping, climbing, balancing and pedalling. When the weather is inclement, staff ensure that children have some form of physical play indoors such as music and movement or circle games. Children practise their fine motor skills through use of paint brushes, pencils, cutters and scissors.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are protected from unauthorised visitors. The front door is always locked and entry has to be supervised. Visitors are required to sign in and out, and they are not left alone with the children. At busy times, only a few parents are allowed in, to make sure that children do not leave the premises unsupervised.

New staff are thoroughly vetted and full checks and references are taken up. Student helpers and parent volunteers are not left alone with the children and are not allowed to do toilet duties to avoid any risk to children.

Staff check the premises each morning to make sure they are safe. In addition there are full written risk assessments completed each half term. Currently, there is an issue with the radiators in the setting, which are uncovered. Staff make sure that access to them is prevented to avoid any risk to children. However this has an impact on the use of some of the equipment and resources. There are regular fire drills each half term and all new staff receive training in this, so that they would be able to get children out in an emergency.

Staff make sure that the toys and equipment are clean and safe for children, and everything is in good condition. Children learn about their personal safety in the setting. There are simple rules which teach them not to run; not to leave toys around on the floor; and not to climb on the chairs. In addition there are regular visits from the "Tufty Club" who teach the children how to cross the road safely and to be aware of cars when out walking.

Children would be effectively supported in the event of a child protection concern. Staff have an understanding of the signs and symptoms of abuse, the need to record details and which agency to contact for assistance.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy a range of activities at the preschool. They have regular topics and are currently looking at "homes" and "bears". They discuss different types of homes, such as caravans and tents, make different types of houses from paper and card, read stories and paint pictures. For the "bear" topic they are having a teddy bears' picnic and have made invitations for their teddy bears at home to come and join them. Children have access each day to construction toys, a computer, dressing up, play dough, painting, puppets and the home corner. In addition, there are planned activities such as making money boxes, playing with noodles and dancing with ribbons. Children also enjoy outings and recently visited a lifeboat station. Although the preschool admit children under three, there are no age-appropriate activities specifically planned for them.

Children are generally settled and happy in the preschool. They enjoy the activities and work well together in small groups as well as one large group in circle time, where they listen to stories and sing nursery rhymes. Interaction from staff is very warm and caring and children are able to approach staff with ease and confidence.

### **Nursery education**

Children are very confident in the preschool and are happy to come in and start their play each morning. They make firm friendships with each other, both in the preschool and outside, telling staff about the birthday parties of children in the group to which they are invited. They use language very well to express themselves and to explain

what they are doing when they undertake activities. They also "read" books to themselves and each other in small groups during book time. They understand the rules of the preschool and listen to instructions when they are told to help tidy up. They chat to each other during snack and lunchtimes and tell each other their 'news'.

Children learn how to explore and manipulate objects, and show interest when they discover they can make remote-control cars go backwards and forwards. They plant seeds and wait for them to grow in the spring, and learn that fruit and vegetables can be used for printing and to make pictures. They show great interest in using the computer, and use an egg timer to know when it is their turn to go on it. Children learn about their local community and their place in it through group discussions and visits from people who will have an important role in their lives, such as the dentist and doctor.

Children enjoy music and movement. They use gestures and expressions to join in with their favourite nursery rhyme songs, and some children make up songs to sing to the group. They use their imagination in the home corner, making "dinner" for each other. They also dress up and role-play characters such as "Captain Hook".

Children learn about colour and texture through free access to paint and home-made play dough, which the children help to make. They also learn how to make marks on paper as there is free access to a writing table. Children enjoy "writing" their names on the invitations to the teddy bears' picnic. Children hear numbers in circle time each morning when children count each other. They see the numbers as labels around the room, as there are some bright number posters and a colourful maths table. However, although there are occasional games such as "compare bears", children do not use spontaneously use size or positional language and they do not problem solve during activities. For example, children do not learn how to work out how many beakers or pieces of fruit are needed at snack time.

Children use a full range of movements in the preschool. They respond to music and stories freely and bend and stretch to the music. They have spatial awareness and avoid bumping into each other when playing outside. They confidently use equipment and push and pull cars and trains on tracks that they have constructed. They are confident in their use of tools and equipment and have good control of their fine motor skills: for example, sticking sequins and small shapes onto their money boxes using paint brushes and glue.

The quality of teaching and learning is satisfactory. Planning covers a broad range of activities. Staff have a sound understanding of the areas of learning and the Foundation Stage. Children and staff have positive relationships and there is friendly interaction which helps support children during their play. Staff use the resources imaginatively: for example, they have made a surprise bag for circle time. They pull out items connected to nursery rhymes, such as a clock or a bus, and they ask children to guess what song they will be singing. In addition staff manage children's behaviour effectively, which creates a calm learning environment.

There is a key worker system in place and the staff record children's achievements into individual progress books. However, these achievements are not used effectively to help plan the next steps for each child. Consequently, staff do not plan appropriate

levels of challenge and extension that will specifically help each child progress through the areas of learning.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children learn about the cultures and beliefs of others in the preschool. They see positive images of diversity and disability through poster displays and through the many resources. Children celebrate the festivals of others such as Divali and Chinese New Year, when they dress up and taste traditional foods. Children learn how to be kind and caring through following the "kind hands" rule and they are encouraged to share. Children's behaviour is generally settled and calm. Staff use a range of strategies to manage behaviour. Any incidents are dealt with quickly and the child is spoken to, with staff giving an explanation as to why the behaviour is unacceptable. If there are ongoing problems, parents are informed.

Children with special needs are welcomed to the preschool. The manager is a trained SENCO and is able to identify any developmental concerns. She has links with external agencies whom she contacts for additional support when necessary. Children also receive one-to-one support when necessary as the committee provides funding for additional staff.

Partnership with parents is satisfactory. There are positive and friendly relationships with parents. They are encouraged to help out in the setting and there is an active parent rota. Parents receive a newsletter each term, detailing the topics and activities. There are regular committee meetings to which all parents are invited. The staff chat to parents upon collection of the child and parents are able to approach staff at any time to discuss concerns. Staff give parents whose children are about to receive funding a leaflet to explain what the funding covers and the areas of learning. However, parents do not receive regular information about their child's progress through the Foundation Stage Curriculum. There is no information until the child is due to leave and a report is issued which is used for the ongoing school.

Children's social, moral, spiritual and cultural development is fostered.

### **Organisation**

The organisation is satisfactory.

Children are protected from unsuitable persons working with them as all new staff have police and reference checks. They are also monitored when working with the children to make sure their behaviour is appropriate. All new staff have an induction period, during which they are told about the practices and policies of the preschool.

Staff and resources are organised effectively in order to provide interest and support for the children. Space is limited in the main play room, but staff are imaginative in their use of equipment and they arrange it carefully to provide floor space to enable children to have free use of the train and car tracks. The operational plan gives

guidance to staff about what activity they are arranging each day, and there are staff rotas for snack and lunchtimes to make sure that staff are clear about their roles that day.

Documentation is comprehensive although the accident forms do not currently ensure confidentiality. There is a separate office for storage of documentation and lockable filing cabinets are used.

Leadership and management is satisfactory. The manager is an effective role model and encourages staff to be kind and patient with the children. She regularly appraises staff and invites them to evaluate their own practice. Training and development is encouraged and the staff feel valued. Some aspects of the practice are not evaluated effectively: for example, the use of children's assessments, and the information available to parents of funded children. Staff work very well together as a team. They are flexible in order to meet the needs of the children and they are clearly committed to them.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection it was recommended that an increase in resources reflecting diversity be obtained. This has been done very effectively. There are now many posters, books, dolls and puzzles reflecting positive images of diversity and disability, and children are able to increase their awareness of others in the wider world.

The child protection policy was not fully complete at the last inspection, nor was the policy for recording medication given. These have now been revised and are comprehensive, increasing children's safety in the preschool.

As part of the last nursery education inspection, it was recommended that information and computer technology should be more accessible to the children. Consequently the preschool has moved the computer into the main playroom and it is now used each day by the children. In addition, children have daily access to remote-control cars, a keyboard, push button phones, and calculators.

### **Complaints since the last inspection**

There are no complaints to report.

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.

## **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 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 that the hand washing procedures used minimise the risk of cross infection
- improve the outcomes for children under three by using an approach in line with the Birth to three matters framework

### 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):

- use the information gained from children's assessments to plan effective challenges that will help children progress
- increase the information available to parents relating to how their children are progressing.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)