



Rose Hill Pre-School

Inspection report for early years provision

Unique Reference Number	EY299812
Inspection date	20 October 2005
Inspector	Ann Taylor / Hilary Miles
Setting Address	Imagine Co-Operative Childcare, Ashurst Way, Oxford, Oxfordshire, OX4 4RF
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Registered person	The Committee of Rose Hill 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Rose Hill pre-school opened in its present location in 2004. It operates from one room in a purpose built building on the Rose Hill estate in south Oxford. All children share access to a secure enclosed outdoor play area. A maximum of 16 children may attend the pre-school at any one time. There are currently 31 children aged from 2 to 5 years on roll. Of these, 24 children receive funding for nursery education. The pre-school currently supports nine children who speak English as a second language.

The pre-school is open every weekday morning from 9:15 - 11:45, and Monday to Thursday afternoons from 12:15 - 2:45, in term times. Children come from the Rose Hill estate, and surrounding areas.

The pre-school employs four staff and one volunteer. Two of the staff hold appropriate Early Years qualifications, and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children gain a very good understanding of healthy eating through their involvement in the preparation of food, and are able to pour their own drinks. They benefit from a healthy diet and enjoy varied, well-presented snacks of fruit and vegetables, which comply with all special dietary requirements. This ensures children remain in good health.

Children are taught to use good hygiene practice with appropriate hand washing after visiting the toilet and before and after snacks and messy activities. They are encouraged to care for themselves and each other. This helps them to develop independence and gain an early understanding of healthy lifestyles. The first aid certificates are up to date and the first aid box is fully stocked. This ensures that accidents are dealt with appropriately.

Children have frequent opportunities to participate in active play, which encourages their physical development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's risk of accidental injury is minimised because the environment is clean, welcoming, well designed and suitable for its use. The premise is well maintained, of a suitable temperature, has sufficient natural light and is well ventilated. The setting has effective safety and security precautions.

Children are involved in the development of safety rules. Consequently, they are aware of how to sustain their own well-being. However, they do not always appear to understand why some safety practices are in place. For example, a boy is asked not to climb on a chair, but is not told why; and although children are carefully reminded not to run indoors, the reason for this is not always made clear.

High quality toys and play resources are safe and hygienic, appropriate to the children's age and stage of development and mostly stored at child level. Children are therefore able to make independent choices. They are also involved in tidying up and caring for their toys, and as a result, they develop a sense of ownership and independence.

Children's welfare is fully safeguarded because of the fact that staff are secure in their understanding of Child Protection. All necessary documentation is available and policies are shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

As children enter the welcoming environment of the pre-school, they are helped to settle by staff that are sensitive towards their individual needs. Close and caring relationships between staff and children help the children develop a strong sense of self.

Early communication skills are actively supported through high quality adult-child interaction. Consistent and meaningful praise, together with simple sign language for children with English as a second language, encourages children to become increasingly independent; learning what they can do and when to ask for help.

Children are given opportunities to play independently and with their peers. They are also encouraged to participate in adult led activities. As a result, they enjoy learning through a variety of play experiences and their interest is maintained.

Nursery Education.

The quality of teaching and learning is good. Staff exhibit a sound knowledge of the Foundation Stage, and they are soon to attend training on the Birth- to- three matters framework. This all has a positive impact on children's achievements. Children are eager to learn and are captivated by a broad range of stimulating and relevant activities. For example, one boy found a magnet. A member of staff also found one, and the child discovered the magnets attracted each other. His delighted squeals brought several more children to see what was happening, and the adult immediately noticed their interest and used it as a teaching opportunity.

Children participate co-operatively, showing concern for others; for example, two boys played with a train set for some time. At one point, they accidentally bumped heads, whereupon one child immediately apologised to the other and gave him a big hug.

Children concentrate well and willingly try different activities. Staff join in the activities, but do not routinely model and question, to help the children develop their own ability to problem solve. For example, a child is asked to find three elephants in a bag. The adult supplied the extra one for him, with no explanation, when he only picked out two. Also at times during the session, children were left at the computer, apparently unsure of how to proceed, and without help from an adult, or more experienced child, for some time.

Children listen intently to stories and join in with enthusiasm when the story is one they know well, such as "Ten in the bed". Children are beginning to use marks to represent their ideas, and good use of name cards during the sessions is encouraging children to recognise letters and know their sounds. Excellent use of

simple sign language enables children with English as an additional language to participate fully in the activities, and make good progress.

Children gain confidence in using numbers during the sessions. They respond well to challenges to extend their maths vocabulary and skills in planned activities and daily routines. For example, they count the plates and mugs at snack time, and identify the shapes which the fruit, vegetable and bread is cut into.

Children make sense of the world around them in, for example, the interesting outdoor area, where they use wooden traffic lights to understand how vehicles and people obey the rules of the road; and indoors in their role play, where for example two children enjoy dressing up and then talk to each other across the room on mobile phones. Staff also make use of spontaneous moments to extend children's knowledge of the world, as, for example with the magnets.

Children's physical skills develop and improve through a wide variety of experiences. Staff regularly use outdoor areas, giving children opportunities to enjoy free play, as well as balancing, climbing, small apparatus and parachute games. There is a broad range of suitable large and small apparatus to challenge all children.

Children have many opportunities to use a range of creative media, and their self-esteem increases as they make models and pictures of exciting individual and group artwork. This encourages their imagination.

Planning notes are well organised and available to parents. The staff build on their knowledge of individual children in order to help each child develop and achieve as much as they can. Staff use highly effective systems to observe, monitor and record children's achievements, and to plan experiences that help children take the next step in learning.

Helping children make a positive contribution

The provision is good.

Children's behaviour is good. Staff have high expectations and set consistent boundaries. This increases children's understanding of right and wrong as they respond to gentle reminders to care for their environment and each other. Children take turns and show concern for each other. This positive approach fosters social, moral, spiritual and cultural development.

Children feel valued because staff celebrate individual similarities and differences. Resources are used well to proactively teach the children about diversity and the wider world, for example, they have produced a large wall display of "Same but Different". Faith stories are told sensitively, and around a lighted candle. This approach highlights the stories as special, and results in children showing optimum respect for others in the pre-school, their beliefs, language and culture.

Children benefit from a positive partnership with parents through staff continuing to share important information about children's needs and interests. Parents are actively encouraged to become involved in their children's learning through regular

workshops. This ensures that standards of childcare remain high.

All children are welcomed and play a full part in the pre-school, because staff value and respect each individual.

Organisation

The organisation is good.

Children feel at home and at ease within a well-organised environment. This means their independence and self-selection of resources is promoted. The staff works well as a team and are enthusiastic. This contributes to the children's enjoyment and feelings of security within the setting. Staff attend a variety of courses to extend their knowledge and provide a richer experience for children.

All policies and procedures are individual to the setting, robust and regularly updated. They fully support the good practice of knowledgeable staff that are committed to the improvement and development of the pre-school. Staff give utmost priority to protecting all children, promoting their well-being, and supporting all children to develop their potential.

The quality of leadership and management is good.

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

Improvements since the last inspection

Not applicable.

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.

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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 staff consistently give children reasons for safety rules in the setting.

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):

- ensure staff always give children sufficient support to fully develop their understanding of methods of problem solving.

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