

Rosliston Under 5's Pre-School

Inspection report for early years provision

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Inspector

Janet Ann Keeling

Setting address

Main Street, Rosliston, Swadlincote, Derbyshire, DE12 8JW

Telephone number

07986 171055

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Rosliston Under 5s Pre-School has been registered since 1975 and is a committee-run group. It operates from facilities at the village hall in Roliston, Derbyshire. Children use the main hall for play with access to adjacent toilet facilities. There are storage areas and a kitchen accessible to staff. Children have access to an enclosed grassed and paved area for outdoor play. The group has sole use of the village hall during opening hours. The premises are all on one level with easy access. The pre-school serves children and families from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years register. A maximum of 26 children from two to under five years may attend the setting at any one time. There are currently 24 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The setting receives funding for early years education. The pre-school opens from 9.00am to 12.00pm from Monday to Friday during school term times only. The pre-school has procedures in place to support children with special educational needs and/or disabilities and for children who speak English as an additional language.

There are four members of staff who work directly with the children, of whom all hold appropriate early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and eager to learn at this very welcoming and child-friendly pre-school group. Staff are highly motivated, work well as a team and have a good understanding of the Early Years Foundation Stage Framework, consequently, children make good progress in their learning and development. Highly effective partnerships with parents and other agencies ensure that children's individual needs are fully supported. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. The pre-school is led by motivated and experienced managers who embrace the process of self-evaluation and demonstrates a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure children's starting points in their learning and development are established on admission to the setting
- review and develop the daily risk assessment procedures to ensure they clearly demonstrate what action has been taken to minimise identified risks

to children.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding and protecting children. All staff have an up-to-date understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place together with effective procedures for the induction of new staff. Managers and staff have a good understanding of health and safety issues. Risk assessments are completed and cover all aspects of the indoor environment, the outdoor areas and outings. However, the daily risk assessments do not clearly demonstrate what action has been taken to minimise identified risks to children. Staff routinely verify the identity of all visitors to the pre-school group and have a visitors book in place. Managers and staff are very competent, caring and demonstrate an excellent understanding of their roles and responsibilities. Deployment of resources is good. For example, staff are successfully deployed to support the children's learning and welfare and make good use of the available space, despite using a shared building where they have to set up and clear away at the end of each session.

Managers are very motivated and passionate about their work, they strive to improve practice at all times. For example, through the completion of their self-evaluation system they monitor and evaluate the quality and standards at the pre-school practice and through the use of parent questionnaires. Regular staff meetings provide valuable opportunities for staff to share good practice and to identify any training needs. Recommendations made at the last inspection have been fully addressed and have had a very positive impact on outcomes for children in the pre-school group. A positive equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background. Managers demonstrate a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Excellent links have been established with the local school's reception class teacher who visits each week to engage the children in story-time. Consequently, this has a very positive impact on the children's future needs as many of the children move on to attend the local school where they will see a familiar adult.

Partnership with parents is outstanding. Children benefit from the warm and relaxed relationships that have been established between their parents and the pre-school staff. The staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle quickly and feel secure. Parents are very well informed regarding their children's care and are routinely involved in their child's continuous learning and development. The daily exchange of information both verbally and through a written daily diary sheet ensures that children's changing needs are consistently met. Parents are kept up to date with information regarding the group through the use of a parents notice board and regular newsletters. There are excellent opportunities for parents to become involved in the life of the pre-school. For

example, parents are welcome to participate in committee meetings, help in the pre-school on a rota basis and encouraged to support fund raising events throughout the year. Parents say, they are extremely happy with the excellent care and learning opportunities that are provided for their children and that staff are professional, caring and approachable.

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

Children benefit from a well-organised environment and from the staff's comprehensive knowledge and understanding of how to develop learning through play. Children are eager to learn, they are confident and very happy in this welcoming setting. Children have excellent opportunities to make choices about their own learning as they freely access a wide range of activities and resources both indoors and outdoors. There is a good balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. Children respond to challenges with enthusiasm and show good levels of independence, curiosity and imagination. Staff interaction is excellent, staff know the children very well, are aware of their individual learning needs, ask open-ended questions and support children as they play. Children work well independently and with their peers and are keen to share their ideas with the staff. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. Staff have a very good understanding of children's individual learning needs as they observe and record information on a daily basis. Information is evaluated and used to inform future planning. On admission to the setting an 'all about me' form is completed, this clearly demonstrates children's individual care needs, however, it does not fully establish children's starting points in their learning, consequently, this may impact on planning for the next steps in a child's learning. All children have a 'learning folder' which contains both photographic and written information of children's learning, achievements and records of children's own work. These folders are shared regularly with parents and are available for parents to see at any time.

Children make good progress towards the early learning goals because staff demonstrate a comprehensive knowledge and understanding of the Early Years Foundation Stage Framework. Children relish an excellent range of first hand learning experiences. For example, children are fascinated with mini-beasts and the world around them. They confidently talk about the creatures that live under the logs and in the 'bug box' in the garden, they identify snails, worms and spiders. They feed the birds and plant fruit and vegetables, such as, potatoes, carrots, lettuce, lemon balm and strawberries that hang in 'Wellington boots'! Children are developing a love for books as they sit attentively at story time and freely access a wide range of books in the book corner. They learn to recognise their own name as they self-register each morning and are encouraged to write their name on their work. Children enjoy music as they join in with a range of songs and beat to the rhythm of the music using a range of musical instruments. Children's creativity is fully supported through a range of role-play equipment, construction toys and access to a wide range of media, such as chalks, paint, sand,

water and play dough. Children also benefit hugely from planned outings, they delight as they visit the 'bluebell fields' visit 'Twycross Zoo' and take regular walks around their local community. The pre-school also welcomes regular visitors from the local community such as, the local vicar, the community police support officer and the primary school teacher.

Children behave in a manner that is supportive of their learning, they develop confidence and self-esteem because the staff give regular praise, encouragement and support. As a result, children's behaviour is excellent. Children respond with great delight as they receive 'reward stickers' in recognition of their achievements. Children are beginning to develop an understanding of diversity as practitioners encourage positive, open discussion about people's similarities and differences and as they celebrate cultural festivals throughout the year. Children learn how to stay safe; they regularly engage in emergency evacuation procedures and engage in role-play scenarios which reinforce their understanding on issues such as road safety. Children develop good hygiene practices through established daily routines, for example, children understand that tissues are placed in the pedal bin after use and routinely wash their hands before snacks and after using the toilet. Children access individual hand towels to dry their hands which they then place in a covered bin. Consequently, the risk of cross-infection is minimised. Children develop a good understanding of healthy eating, they have fresh fruit at snack time and access to drinking water throughout the session. In addition, children know that exercise is good for them. For example, children relish the outdoor play opportunities where they confidently negotiate the large balancing equipment, pedal bikes and throw and kick balls. Children also enjoy music and movement session, singing and dancing. Children develop a good sense of responsibility as they help to tidy away their cups and plates after snack, and help put toys away after they have finished playing with them. Children demonstrate that they are acquiring skills that will help them in the future and prepare them for their transition from the pre-school into school.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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