

Roselands Pre-School Highamwood LTD

Inspection report for early years provision

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Inspection date	11/05/2010
Inspector	Joanne Wade Barnett
Setting address	Woodlands Cp Junior School, Higham School Road, TONBRIDGE, Kent, TN10 4BB
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Roselands Pre-School Highamwood has been registered since 2009. It is a limited company managed by a committee. The group have been in operation since 1966 and recently relocated to the present site.

The pre-school operates from a purpose built building in the grounds of Woodlands Junior school in the Highamwood area of Tonbridge, Kent. There is access to a secure enclosed outdoor play area. The premises are readily accessible with facilities for adults and children with disabilities.

The pre-school is open Monday to Friday from 9am to 3.30pm during term time. Children attend for a variety of sessions. The group serves the local area and surrounding area. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 50 children may attend the setting at any one time.

The pre-school employs 14 staff. Of these, ten, including the manager, hold appropriate early years qualifications. The pre-school provides funded nursery education for three and four-year-olds and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There is strong support in place to ensure that every child's needs are met appropriately as staff know the children so well and are responsive towards them. Staff have created an inclusive atmosphere that promotes children's welfare and enables them to make good progress in their learning and development. The setting meets the needs of the children through good input in partnership with parents, and are developing links with other professionals. The setting's capacity for maintaining continual improvement and self-evaluation is good.

What steps need to be taken to improve provision further?

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

- review the use of templates in children's art so they are not all necessarily making an end-product that looks the same
- continue to share the children's development and learning records and any other relevant information with other settings

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised in this setting. All staff have been appropriately vetted to determine their suitability and they have good understandings of child protection issues. They are highly aware of the signs and symptoms that indicate abuse and neglect, and they are confident about how to pass on concerns. Visitors to the group are recorded so that staff can monitor who has access to the children. As well as this, thorough risk assessments minimise the likelihood of accidents while good teaching raises the children's awareness of how to stay safe. For example, by practising fire drills with them.

Documentation is very well-organised, readily available for inspection, stored securely on site to protect confidentiality and amended as soon as changes occur to keep information up-to-date and accurate. All essential records are in place and written policies, which are clear and easy to understand, include review dates to prompt staff to consider whether they continue to reflect practice. The registration certificate is prominently displayed to allow scrutiny as is a poster that explains how parents can contact Ofsted.

Self-evaluation is effective; staff reflect on their practice and take part in relevant training, such as first aid and creative outdoor play. They make links with other people to enhance the care and education they offer children. For example, advisors from the local authority offer staff regular support and advice. There are good relationships forming with local schools in the area, which eases children's transition into formal education. However, this is not fully established with other settings the children attend.

Partnerships with parents are good. Parents receive information when their children start, giving them an insight into the aims and objectives of the setting. Thereafter, daily discussions and e-mails keep parents and staff fully informed of the children's recent experiences, while informative notice boards and regular newsletters alert parents to forthcoming events. Parents have very positive views. They describe staff as 'very friendly, approachable and professional' and rate the standard of care that their children receive as 'excellent'. They particularly value the location of the group since moving, staff's attention to safety and the spacious outdoor play area.

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

Perceptive observations and assessments of the children are used to establish children's starting points, abilities and personal interests. Staff use the information to plan activities that appeal to the children and cover all areas of learning. This keeps the children motivated and engaged while the good range of readily available and developmentally appropriate resources allows them to initiate play of their own accord, in their own time and at their own pace.

Children use mathematical terminology in their everyday speech. For example, they count out for themselves the number of items they want or use 'more than' and 'less than' to indicate the amount of bricks to build a tower. There are well defined play areas indoors and out and the balanced daily routine gives children lots of opportunities to have fun and enjoy themselves. In particular the outdoor play area allows children to explore aspects of the natural world. For example, children thoroughly enjoy growing vegetables and sunflowers from seeds. There is great hilarity amongst their peers as they pretend to be dinosaurs in the sand pit. The children enjoy crafts too, although templates are used and many of the ideas come from the adults rather than the children which impacts on their creative development. They engage in lively conversations with their peers and adults throughout the session and listen attentively to a well-told story and when other people speak to them. This encourages the development of effective communication skills.

Children are very well supported by staff. Staff are highly sensitive to their individual needs, so the children feel safe and secure. This increases their propensity to learn and underpins the good progress they make towards the early learning goals. Very good emphasis is placed on children's health. For instance, healthy snacks encourage the development of healthy tastes and preferences, and daily outdoor play helps them to stay fit and active. Regular hand washing teaches the children about cleanliness, while the sick children policy helps to contain the spread of illness.

Behaviour is good; staff offer the children clear explanations about why certain actions are unacceptable, which teaches the children right from wrong and supports the development of conscience and consideration for others. A number of festivals, such as Chinese New Year and Easter are celebrated and several resources reflect meaningful images of gender, disability and ethnicity so the children learn to respect diversity. These positive early experiences provide children with a good start in life and help them to develop the skills needed to achieve future success.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met