

Ruspini House Pre-School, The Royal Masonic School for Girls

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Ruspini House Pre-School operates a full day care service from The Royal Masonic School for Girls in Rickmansworth in Hertfordshire. They opened in January 2010. The setting is run in partnership with the school governors, the Head of the school is the Registered Person.

The full day care setting has sole use of the ground floor of Ruspini House which is part of the main school buildings. The site is refurbished to a very high standard. The nursery has its own outside play area set with age-appropriate adventure play apparatus, a secure grassed area plus use of the extensive school grounds. The setting is fully inclusive with accessible cloakrooms for both children and adults. The nursery makes provision for children with special educational needs and/or disabilities and for those who speak English as an additional language.

The nursery is on the Early Years Register to care for a maximum of 60 children with places for girls and boys aged from two years to the end of the Early Years Foundation Stage. They offer full day care for 50 weeks of the year from 8.00am until 6.00pm. Morning sessions from 8.45am until 12.15pm, afternoon sessions from 12.30pm until 4.00pm and a preschool day from 8.45am until 4.00pm. Early and late clubs cover the extended day care.

The day care service is planned to compliment the main school provision in running 38 weeks as day care and 12 weeks as a camp for children aged from 2 years to the end of the early years age group to cover school holidays. These camps provide various options for full day care and part day sessions. The holiday camps are open to the community.

The Head of Pre-School is responsible for the day care and out of school camps. She is supported by her deputy and senior room managers who hold Level 5 qualifications. All other staff hold early years qualifications to Level 3.

Further staff will be employed as the setting becomes more established. The Head of the main school takes responsibility for the academic, pastoral and safeguarding issues.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff successfully promote children's welfare and learning. Children are safe and secure, they are cared for in a welcoming, stimulating environment. The setting fully promotes inclusive practice with all children and families by finding out about their individual characters and valuing their similarities and differences. Effective partnerships with parents are being developed to ensure children make progress and have a good level of support both at home and in the setting. Priorities for development are identified with a thorough evaluation process linked to the early years class in the main school. The process for reflecting on current practice and ensuring continuous improvements is very effective.

What steps need to be taken to improve provision further?

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

- ensure learning journeys and achievement records are named and dated and show how starting points, observations and assessments give a clear overview of how children are progressing
- promote children's independence and problem-solving skills especially at snack and mealtimes.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are strongly promoted through good practice and effective policies and procedures. Children are safeguarded because all adults on the site have relevant background and Criminal Records Bureau checks. Staff have a good understanding of safeguarding issues, processes are in place to ensure appropriate action is taken if there are concerns about a child. A comprehensive recruitment and vetting process ensures all adults are suitable to work with children. The setting maintains comprehensive records for the safe and efficient management of the Early Years Foundation Stage.

The promotion of equality of opportunity is founded in the ethos of the setting. Children with dual language skills are well supported for example a list of key words in specific home languages are on display to ensure adults are able to comfort and support children who have English as an additional language. The setting has strong links with local support services and early years settings. The designated Special Educational Needs Co-ordinator (SENCO) ensures the process for supporting children with additional needs is well established. The highly qualified staff team have a wealth of experiences in promoting the Early Years Foundation Stage. They consistently promote children's learning, social and physical well-being in activities and nursery routines. The setting provides three home rooms, large hall and library. The daily routines ensure children access all areas. Each home room is extremely well resourced, low-level storage ensures children are able to make independent choices about their play and to promote all aspects of the early learning goals.

As a new setting most of the children have been attending for a very short time. The setting has a very positive relationship with parents who are encouraged to share their views through the comments box and a regular questionnaire. Parents and carers are kept well informed about their children's achievements, well-being and development. A very comprehensive Parent Handbook and regular newsletters, sharing experiences with home visits with the Ruspini Bear and regular sharing of personal care and events in the nursery ensure the children are well supported both at home and in the pre-school setting. Children's health and well-being are of high importance, effective routines are in place to promote a

healthy lifestyle. A wide range of physical activities both indoors and outside increase their understanding of the importance of regular exercise. The children have a cooked lunch that is prepared in the school kitchens which hold a 5 star accreditation from Environmental Health.

Senior staff continually strive to promote high expectations with the staff team and overall practice. Staff are enthusiastic and good role models as they work closely with the children at all times. The key worker system is very effective with staff being well aware of the children's individual needs and backgrounds. The robust self-evaluation process identifies areas of weakness and builds on areas of strength with action plans in place to monitor the provision and to promote continuous improvements and improve outcomes for all children.

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

Children are cared for in a very warm, welcoming and interesting environment by a caring and motivated staff team. The setting provides an inclusive setting where children, including those with learning difficulties and/or disabilities and those learning English as a second language make good progress towards the early learning goals. Staff are proactive in ensuring children also make good progress in their personal and social skills, to enable them to make decisions about their play and to be aware of the needs of others. Children have a good understanding of what is expected of them, they demonstrate this as they show great determination and ability when working together to build towers with the blocks. Very good negotiation skills are evident as they co-operate and take turns to help each other. Children feel safe as they take part in every day routines such as lining up to move to other rooms, finding their names and putting on coats and outdoor shoes when they go out to play. They are kind and considerate when they see other children who are upset. They sympathise and staff encourage children to play an active part in helping others settle in and take part in activities. Children take initiative and work well independently and with both small and larger groups of children. The routines within the setting ensure children have opportunities to interact with different groups of children throughout the day.

Children's progress in all aspects of the early learning goals is developing well. They have an interest in the wider world, this is promoted through the use of the outside areas, themes and planned activities. The topic of 'mini beasts' links walks in the school grounds, collecting tadpoles, making telescopes, stories and songs. Adult-led art projects such as spiders and their webs are well managed with staff promoting discussion about spiders and supporting skills such as scissor use. Although the activity was planned, children are encouraged to use their imagination and given freedom to be creative. The snack and lunch times are enjoyable social times. Staff eat with the children and they are fully involved in talking to children about what is good for them and how food helps them grow. But at this time the children's independence is not fully promoted as they are not enabled to set tables, pour drinks, count cutlery or serve themselves or others. They do not have consistent opportunities to use problem-solving skills to promote their future learning.

Young children have daily sheets to record their personal care needs and routines. All children have a 'Learning Journeys' which show how the planning of activities and provision of resources promotes all areas of the early learning goals.

Observations are linked to the outcomes for children, their achievements are evaluated and next steps are planned for. However, there is a lack of consistency in some of the children's records with regards names, date of birth, how long they have attended the setting and their individual background detail. This means there is not a clear process to monitor the starting points and continuing progress for all children.

Children are motivated and interested in a broad range of activities, they are keen and active learners. They are secure and have a strong sense of belonging. The self-registration process and use of photographs and children's work around the nursery and name cards promotes their sense of self-esteem. Children are well equipped to make consistent progress and develop their future skills to a high level.

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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