

# Rub a Dub Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	199453
<b>Inspection date</b>	24/06/2010
<b>Inspector</b>	Beverley Blackburn
<b>Setting address</b>	Lansdowne Hall, Derry Hill, Calne, Wiltshire, SN11 9QY
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<b>Email</b>	
<b>Type of setting</b>	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**

Rub a Dub Pre-School opened in 1979. It operates from two rooms in the village community centre in Derry Hill, near Calne. The group serves the local area and has close links with the local primary school. The children have use of a large main hall, smaller playroom and an outdoor area. The Pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for 24 children under eight years. The setting provides funded nursery education. Children attend for a variety of sessions. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. Currently, there are 34 children on roll.

The group opens on Monday, Tuesday, Thursday and Friday. Sessions are from 09:00 am to 15:00 pm on Monday, Tuesday and Thursday, and 09:00 am to 12:30 on Friday.

Six staff work directly with the children. The Manager and deputy are NVQ level 3 qualified. The Curriculum coordinator is NVQ level 5 qualified and working towards her BA and EYPS (Early Years Professional Status). Two of the three other staff members are unqualified. The setting receives support from the local authority Advisory Teacher, Child Development officer and an Early Years Inclusion Advisor.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are cared for in an excellent learning environment, where staff are warm, friendly and welcoming. Children's welfare needs are supported exceptionally well. Staff are committed and have a positive approach to their work. They competently support the children and help them to make excellent progress in their learning and development, and to meet their individual needs. There are robust arrangements in place to ensure children's safety and their well-being. The setting effectively uses self-evaluation to understand their strengths and to put steps into place to improve. The pre-school has excellent capacity to further enhance the care and learning offered to the children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- developing further all staff's understanding and implementation of children's next steps

## **The effectiveness of leadership and management of the early years provision**

The pre-school environment is safe and secure for children due to a rigorous risk assessment process. All areas of the group, including the outdoor areas, are visually checked daily. Staff are very aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe. Children are safeguarded by the effective recruitment and suitability procedures, including the successful induction of new staff. The staff take a professional approach to their roles in understanding the need to safeguard the children. As a result, the arrangements for safeguarding children are robust. The pre-school has a strong commitment to ensuring all information, including policies and procedures which underpin its effective management, are shared with the parents. They have recently updated all their policies and procedures which are shared with the parents. Children's progress is carefully and skilfully monitored to ensure they all move forward from their starting points. The group routinely supports every child to ensure their individual needs are met and that no child is disadvantaged.

The pre-school actively promotes equality and diversity. They teach children to embrace other cultures and to respect and value them. The group does this by ensuring there is a good range of resources promoting cultural diversity. The excellent display featuring children from around the world, initiated by children, demonstrates their interest and enthusiasm to learn about other countries and people. Staff work well with outside agencies to assess and support children with special educational needs and/or disabilities. Children who speak English as an additional language, where appropriate, receive good support from the staff. The group is working closely with other settings children attend, such as the local nursery. They also have an excellent relationship with the local school reception class teacher, encouraging them to share information in order to promote the continuity of learning and development.

Staff are proactive in developing the children's independence by ensuring all children are given the opportunity to carry out small tasks. Staff have a consistent and positive approach to managing children's behaviour by using praise and encouragement, which teaches the children to self-manage their behaviour. The pre-school continually strives to provide high quality care and education for all children.

Self-evaluation procedures are very effective in raising standards. The manager encourages all staff to contribute to the improvement of the setting and all have worked extremely hard as a team to make improvements and address the recommendations made at the last inspection. They have identified aspects of the group that need improvements, such as, developing further all staff's understanding and use of the next steps in children's learning and development, and completing learning summaries as a formal arrangement to share with parents. There is a well-targeted action plan and all staff are aware of the priorities and the timescales for implementing them.

Staff work very well with all parents to gain information about the children and robust procedures are in place to help parents and their children settle into the life of the pre-school. The information on the children is comprehensive, significantly enhancing continuity in both care and learning. The staff have very good relationships with parents, enabling an effective two-way flow of information that continues throughout the child's time at the group. The parents are very happy with the care and education their children are receiving.

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

Children's learning is very well supported through the provision of an excellent range of toys and resources, a well-planned, interesting environment and interaction with knowledgeable and skilful staff. There is an exemplary balance of adult-led and child-initiated activities. Children enjoy a variety of stimulating activities both indoors and outdoors. Children play in an environment that is rich in signs, symbols, pictures, books music and songs. They explore the well-planned garden, where they run and play and use climbing equipment. Children learn to use a range of tools with great skill, for example, they enthusiastically use watering cans to water the plants and skilfully manoeuvre electronic toys. They enjoy activities such as cooking, which help in developing their understanding of problem solving, reasoning and numeracy. Children also enjoy playing with the sand and water, looking at books with enjoyment and enthusiasm, and re-telling the stories in their own words. Children experience a variety of activities to promote their all round development. They enjoy playing with simple construction bricks, sensory toys, mark making materials, and art and craft, such as painting or just being creative and using their imagination. Children develop very good communication skills as staff spend time playing with them. They become increasingly confident in engaging in animated discussion, contributing their ideas and opinions and are helped to consolidate new vocabulary. Staff use effective open questioning when supporting children in their activities. Children respond well to staff instructions; they are polite and considerate with each other. Children receive praise and encouragement for their achievement.

The room is bright and welcoming and is very well organised to meet the needs of all the children. Toys and resources are easily accessible and children move confidently around the room and choose what they want to play with. Free-flow planning is very effective, children are able to make a choice of activities, indoors and out, and build on their confidence and independence. The pre-school is providing a stimulating and interesting provision that has a positive impact on the experiences of the children.

Children are making excellent progress in all areas of the Early Years Foundation Stage. Staff carry out regular observations and record these in each child's learning journal. They are able to confidently link the six areas of learning effectively to the planning. They make assessments based on their observations as to where children are in their learning and development and plan activities to promote progress towards the early learning goals. Staff analyse the individual observations of each child and plan clearly the next steps in their learning and development.

The planning takes account of children's interests and information from parents. All staff have a comprehensive knowledge of the Early Years Foundation Stage learning and development requirements and are confident in helping children learn appropriately both in and out of doors. Staff support children's learning exceptionally well and with enthusiasm and eagerness to help children make progress. The group help the parents to understand the Early Years Foundation Stage, by sharing with them excellently presented photograph albums of children participating in different activities and learning through play.

Children's awareness of a healthy lifestyle is very well promoted. They enjoy regular physical exercise and learn about healthy eating. They have access to daily exercise, which helps in developing their physical skills. The snacks are healthy and nutritious and are clearly enjoyed by the children. Staff are well aware of children with particular dietary needs and work in partnership with parents to ensure children are provided with appropriate snacks. Staff promote children's personal hygiene effectively and children demonstrate their understanding of the routine. Children understand about keeping themselves safe while at the group and on outings. The frequent practise of the evacuation procedure helps the children to understand how to keep themselves safe by teaching them to leave the premises quickly and safely. The strong relationship between the staff and parents and carers helps children to succeed and promotes continuity of care and learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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