



Ridgeway Under Fives Pre-School

Inspection report for early years provision

Unique Reference Number	EY225752
Inspection date	14 November 2005
Inspector	Karen Ann Byfleet
Setting Address	Main Road, Ridgeway, Sheffield, South Yorkshire, S12 3XR
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Registered person	Ridgeway Under Fives
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Ridgeway Under Fives Pre-school was registered in 2001. It operates from the main room of the village sports and social centre. The group has access to toilets, kitchen and a hard and grassed outdoor area. There are currently 42 children on roll and of these, 30 are in receipt of funded education. There is one child attending the setting at present who has been identified as having special educational needs. No children currently attend who speak English as an additional language. The group is open for

five sessions each weekday morning during school term times, from 09.30hours 12.00 hours. Children attend for a variety of sessions throughout the week and are mainly drawn from families who live in the local area. There are eight permanent members of staff who work with all the children. Four members of staff have recognised child care qualifications and one is currently undertaking training. The group is managed by a committee and it receives the support of the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well maintained. They have a good understanding of their own personal hygiene. Through daily routines such as, washing their hands before snack and after using the toilet and undertaking topics, such as, cleaning our teeth, children are developing a good understanding of personal care.

Through both indoor and outdoor activities children enjoy a good range of physical activities which help to develop their large motor skills. For example, music and movement, balancing, ball games and peddled wheeled toys. Activities such as, play dough, with which children use a good range of tools, like cutters, scissors and rolling pins, help to develop their fine motor skills.

Children enjoy a good range of healthy snacks which are well presented. They independently help themselves in a cafeteria style and have a choice of different snacks and drinks such as, fresh fruit, cheese, wholemeal bread, water or milk. Staff are well informed of children's special dietary needs and requirements and are pro-active in ensuring these needs are met. For example, a list of children who have special dietary needs is kept in the kitchen area where staff are able to quickly refer to it. A written sickness policy, which is shared with parents, ensures children are well cared for and that they are protected from illness and infection.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in warm, welcoming environment. They enter the setting confidently and seek out their friends. Staff ensure children are able to move freely and safely around the room as they space out the activities and conduct daily risk assessments of the play areas.

Children's safety is further maintained within the building. The main door is kept locked and all visitors are required to sign in and out of the premises. Emergency evacuation drills are conducted regularly with the children. Visitors to the setting have included local fire officers who talk to the children and enhance their awareness and understanding of fire safety.

Outdoors children are well supervised in their play. However, children's safety in this

area needs to be reviewed due to the decorative chain which surrounds the patio area being a safety hazard. Children's welfare is further enhanced by staff's good knowledge and understanding of the setting's child protection policy. They are aware of the Local Area Child Protection Committee procedures and have attended training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled and enjoy the sessions. They enjoy being with their friends and readily join in with group activities. They move freely around the room and are able to self select activities and resources. Children approach adults with confidence to seek help with tasks and have a good understanding of the routines.

Nursery Education

Children are making satisfactory progress towards the early learning goals. They co-operate and communicate well and are making good progress in their personal, social and emotional development. For example, by starting to become independent, at snack time where they are encouraged to make independent choices. However, this is not consistent through all areas and there is lost opportunities for children to progress their skills in initiating ideas and expanding their learning. The text rich environment and children's access to a good range of books enhances their literacy development. Some children are developing their writing skills as they attempt to write their own names. However, staff miss opportunities for children to develop these skills, for example, they are not generally encouraged to write their own names on their work. Children are making satisfactory progress in their mathematical development. They count confidently and during snack time staff encourage the children in developing their calculation skills. Through a variety of activities and resources children are making satisfactory progress in their knowledge and understanding of the world. Staff's insecurity of their own knowledge, however, restricts children's progress in their understanding of the wider world, particularly culture. Opportunities for children to develop their physical skills and creativity are strengthened by their access to a good range of craft, role play and physical toys on a planned basis. Children's own ideas and free expression are at times restricted. For example, in group time, a planned activity is counting. When a child offers his idea of a counting song, he receives no response from staff. Outdoors children devise their own activity with a cone but staff are unable to develop this as they are restricted to their allocated roles. Children experience and develop their imaginative skills through play opportunities in the home corner, small table top activities and are able to explore the living world through planned activities, such as 'growing seeds'.

Quality of Teaching.

The quality of teaching is satisfactory. However, staff are insecure in their implementation of the foundation stage curriculum which hinders children's learning and progress. They are not consistent, in their own knowledge of focussed activities and their lack of ownership, with relation to the planning of activities, results in missed opportunities, therefore restricting children's learning. Directive practices, regarding assessments result in limited recognition of children's individual skills.

Planning covers all six areas of learning and in non focussed activities staff question and encourage children appropriately. However, it does not recognise where individual children are with regard to their development. Staff complete suitable assessments and share written reports with parents each term. A key worker system is in place with allocated time, which is directed by the supervisor, for observing and recording children's development. There are clear aims and objectives to the observations. However, the activities observed are time led and this results in missed areas and does not always present a true picture.

Helping children make a positive contribution

The provision is satisfactory.

Children are well behaved and have a good understanding of the setting's rules and boundaries. They co-operate well, sharing and taking turns. They are considerate to others within the group and to living things. For example, they handle creepy crawlies with care when exploring outdoors. Children with special needs are welcomed into the group by the other children, for example they share out the play dough to ensure all can participate.

Partnership with parents and carers is satisfactory. They receive written and verbal information which provides them with relevant information about the setting and their children's progress. Appropriate communication between staff and parents support children's learning in both the setting and home and parents are kept up to date with their children's progress through written reports each term.

Spiritual, moral, social and cultural development is fostered. Children are progressing well in their social and moral development. However, there are some weaknesses in the children's progress in spiritual and cultural development which relate to the quality of teaching and the staff confidence in promoting these areas. Children do benefit from access to a quiet area where they are able to spend time alone with books. Local culture and society is well promoted through visitors to the setting, such as the fire officer.

Organisation

The organisation is satisfactory.

Children are relaxed and happy within the organised environment. All relevant documentation is in place to ensure children are well cared for and to support the practice of the setting. Staff have a good understanding of the provision's policies and they share information with parents regularly.

Leadership and Management

Leadership and management is satisfactory. The supervisor is newly appointed and recognises the provision's strengths and weaknesses. She demonstrates commitment to addressing these areas for improvement. All staff are fully committed to ensuring children's needs are met. There are committee meetings and staff hold

monthly meetings, which include evaluating activities overall. Equality of opportunity is promoted, ensuring all children are making satisfactory progress. The supervisor and staff communicate well with parents and seek guidance and assistance from other professionals when required. The effectiveness of the planning is hindered by the insecurity of the staff and the directness by the management, of planning and implementation of activities for the children. Overall the needs of the children for whom the setting provides, are met.

Improvements since the last inspection

At the last inspection the staff agreed to continue to develop the present assessment procedure so that it includes the early learning goals, shows children's next steps for learning according to their individual skills and incorporates information from parents. Assessments now identify the early learning goals children are working towards. There is some recognition of children's next steps but individual development areas can be improved further.

The setting were asked to develop the planning procedure so that it is informed by assessments and shows how staff are deployed. Planning now relates to the early learning goals which are derived from assessments of children's development. They do link to the stepping stones and identify where children are in their learning. Plans show the deployment of staff, although this is too directive and does not allow for staff to use their individual skills freely.

Improvement was required in how staff balance activities directed by them and those chosen by children. There is now a good mix of focused activities and those developed by children. Children clearly enjoy developing their own play.

Complaints since the last inspection

There are no complaints to report.

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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 outside area is safe with regard to decorative chain on patio area

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):

- provide staff with more opportunities to use their individual skills freely
- ensure children are presented with interesting and worthwhile activities in order to develop their multi-cultural awareness
- ensure all staff are able to contribute their skills and knowledge into the curriculum planning.

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