

Rudloe Pre School

Inspection report for early years provision

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Inspection date	25/06/2010
Inspector	Gail Robertson

Setting address	Corsham Primary School, Broadwood Avenue, Rudloe, Corsham, SN13 0LL
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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

Rudloe Pre School has been established for 25 years is situated within the grounds of Corsham Primary School, Broadwood. It is open Monday, Wednesday and Friday from 9am to 3pm and Tuesday and Thursday from 9am to 12 noon with children attending for either morning only sessions or all day. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is registered to take 20 children.

The premises consist of a playroom with a cordoned off kitchen area, toilets and a fully enclosed outdoor area for play. There is disabled access. The group accepts children from a diverse local community and has a parent run committee. There are 17 children on roll, including nine funded children all of whom are in the early years group. The setting welcomes children with special educational needs and/or disabilities and for those whom English is an additional language, although there are none on the roll at present.

The group has two permanent members of staff, both are full time and hold a level 3 qualification. The group is a member of the Pre-school Learning Alliance and has regular support from the area Special Educational Needs Coordinator (SENCO) and support from an early years teacher. The pre-school has close links with the host school and other providers for early years provision.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good pre-school. Children are happy and enjoy all the resources. The staff work well together to plan activities that suit children's needs and interests. Children are safe and well cared for by the kind and gentle adults who enjoy teaching and have pleasure in seeing the children develop. This is an inclusive setting. Opportunities are missed to help children develop through the early learning goals in the outside area. There are close links with Corsham Primary School and other providers of early years, such as the local childminders. Relationships with parents are very strong. The setting has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- update knowledge of safeguarding children issues, for example by completing a local authority course to update training for child protection
- develop the outside area to stimulate children's learning in problem solving number and reasoning, mark making and to support their curiosity of the world around them
- develop self-evaluation to support the process of monitoring and evaluation

of the provision to identify the strengths and areas to develop.

The effectiveness of leadership and management of the early years provision

There are secure measures in place for the care and safety of all children. Policies and procedures are up to date and regularly reviewed in line with legislation changes. However, although staff have local authority training in child protection, this is not fully up to date. Risk assessments are carefully carried out at the beginning of each day. Children are often involved helping staff and learning how to keep themselves safe. They show staff when pieces of a puzzle are broken or draw adults attention to things that concern them. Robust risk assessments are made when the children are taken out of the setting, for instance when they go for a walk in the locality. Equipment and resources in the classroom are well organised to ensure the safety of children and adults. All staff are vetted for their suitability to work with children. The parents reported that they knew their children were safe from harm with the caring, gentle staff.

The manager and the supervisor work well together. They are a happy team and have built up a good daily routine for the children to support their learning and development. This is an interesting and fun place for all children to learn and enjoy each session to the full. The outside area has recently been extended but as yet the staff have not had time to resource the area to stimulate learning. Children from all backgrounds are valued and respected here. Staff pay good attention to equality of opportunity and celebrate diversity.

Monitoring and reviewing provision and practice is on an informal basis although a start has been made on the Ofsted self-evaluation form. The staff have good knowledge of the strengths and areas to develop within the setting and regularly consult with the parents and children. Recommendations from the previous report have been fully addressed and are now part of the daily routines in the setting.

There are well-established procedures in place to ensure key workers know their children very well and build up that extra relationship with them. Staff make good observations of children's progress and the learning journals are well kept with delightful photographic evidence. There are good relationships with other providers of early years provision within the Corsham area.

The partnership with parents and carers is good. Parents are fully informed about their child's development and progress through informal and formal meetings. Parents appreciate the care staff give to their children, as one said, 'She is staying for lunch today and that won't be long enough for her!' Children thrive here in the care and devotion of the adults.

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

Children are seen as individuals and the staff know each child and their family well. The setting is welcoming, made attractive and cosy, and children rush in with beaming faces as they look to see what is in store for them today. They are pleased to see their friends and immediately set to work. As one parent reported, 'She is so happy here she wanted to know why she can't come in the holidays!'

Children and all staff share a warm, caring and trusting relationship. Before children start pre-school, staff get relevant information from parents to ensure children's particular needs and interests are planned for in the daily programme. The staff make regular observations of children at work to ensure that their development is on track. Children thoroughly enjoy the activities, as one said, 'I love playing here, I can do lots of things.' They quickly become absorbed in their learning and they progress well. For example, when at the sticking table, they look through catalogues to find their favourite toys and games. Then they try to cut out the pictures with varying degrees of success. An adult is always at the table ready to give help if necessary. The children place the pictures carefully on a page in their work book before sticking them in with a glue stick. While they are working, the staff talk to children to increase their vocabulary and ability to hold conversations. Children rise to the praise given for their efforts. There is a good balance between child-initiated and adult-led activities throughout the session.

Story time is a great favourite. A senior citizen comes into the setting once a week just to read a story. She talks about her cat and the noises she makes when she is happy, 'Purrrrr' repeat the children. They listen attentively to a story about a cat who had lost its purr. They love looking at the pictures and sensibly answer her questions, showing they have understood the story. In the bright and colourful book corner they self-select books, sit talking to themselves and describe what they see. While snacks are being prepared children sit and have a short phonic, problem solving and counting session. They know the actions for the sounds and respond well to the adults teaching. Children are active learners and staff help them gain appropriate skills for the future.

Children learn well about a healthy lifestyle. Before eating they watch the staff clean the tables and then they go and wash their hands. They love their snack of fruit yogurt, banana and apple. It is a time to relax and enjoy the company of the adults and each other. After snack they go out in the garden and energetically run and play on the wheeled toys. Here, although there is not the range of opportunities as in the class, they are, however, challenged physically and socially. Their behaviour throughout the session is excellent. When a disagreement occurs staff are on hand to show the children how they could sort things out for themselves.

Children help to create a safe and welcoming place as they are part of the safety routine. They are clear about how to take care of themselves and each other. At the end of the session children help staff in their planning for the following day. They are given picture clues of the toys and games and they decide what they

would like to work with the following day. Children are happy here. They have a good start to their school life and their learning journey.

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	3
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

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	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	3

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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

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