



Our Lady Of The Rosary Early Years And Child Care Facility

Inspection report for early years provision

Unique Reference Number	119999
Inspection date	23 February 2006
Inspector	Jane Nelson
Setting Address	Park Avenue, Staines, Middlesex, TW18 2EF
Telephone number	01784 453539
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Registered person	Our Lady of the Rosary School
Type of inspection	Integrated
Type of care	Sessional care, Out of School 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?

Our Lady of the Rosary Early Years and Childcare Facility has been registered since 1996 and provides pre-school and out of school care. The pre-school is registered for 24 children aged 2 to under 5 years. The after school club is registered for 24 children aged 5 to under 8 years. The pre-school and after school club currently operate from temporary premises, comprising of a classroom, in Our Lady of the Rosary School in Staines, Surrey. Children have supervised access to the school

toilets. The school field is used for outdoor play when convenient.

The pre-school operates from 08:45 - 11:45, Monday to Friday, during school term times. It also operates from 12:30 - 15:00 on Tuesday and Thursday afternoons, depending on demand. There are currently 48 children on roll of whom 35 receive educational funding. The pre-school is staffed according to the number of children attending. Minimum staff qualifications are met. The pre-school currently supports a number of children with English as an additional language.

The after school club is open from 15:00 - 17:45, Monday to Friday, during school term times. There are currently 40 children on roll. It is also staffed according to the number of children attending and minimum staff qualifications are met.

Children from the local community who are planning to attend Our Lady of the Rosary School attend the pre-school. Children from the school attend the after school club. The pre-school and the after school club receive support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children in both the pre school and after school club follow good hygiene practice, such as washing their hands after using the toilet and before eating. The risk of infection to children is minimised due to the settings policy of not caring for sick children and good hygiene procedures being followed.

Children in the pre-school are learning to take responsibility for their own hygiene through washing their hands after toileting and before eating. They enjoy snack time, chatting to each other and staff while they have a biscuit and drink. Fresh fruit is not included in the daily snack which limits opportunities for children to learn about healthy eating. Systems to protect children's health are not fully effective as parents written consent for emergency medical treatment is not in place for pre-school children.

Children in pre-school have opportunities for exercise and physical play during planned sessions, when they can use the school hall. They also have use of the school playground where they can climb, balance and move over and under equipment, using the climbing frame. They enjoy running in the school hall and have fun rolling, kicking and throwing balls to each other. Planned use of the school hall sessions are not always used consistently, which means opportunities are limited for some children to enjoy exercise and develop their large physical skills.

Children at the after school club bring their own snack in a lunch box. Water is provided to drink. They use wet wipes to clean their hands before and after eating. They enjoy sitting together and eating at the table, talking and laughing about their school day with each other and staff. They have use of the school playground for physical play during daylight and use this more frequently during the summer

months.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in generally safe and secure environment, where they are well supervised by staff. Children and parents in pre-school are greeted by staff as they arrive; many children have older siblings in the school and are familiar with the building. Good systems are in place to ensure pre-school children's safe arrival and collection, with staff monitoring exterior and interior doors. Staff in pre-school discuss safety issues with children and remind them to be careful during their play. However, adult practice does not always set a positive example to children about safety rules.

Arrangements for the arrival and collection of children attending the after school club ensure their safety. School staff escort children to the after school club at the end of the school day and parents gain entry by ringing a bell when they collect their children.

Children in both settings use play materials and equipment that are safe and well maintained. The range of activities provide suitable challenge and capture children's interest. Good use is made of the available space, with areas provided for table and floor play, ensuring children can use equipment, play and move around safely.

Fire drills are held regularly. The frequency of these, especially while the setting is in temporary accommodation, does not ensure that all children will be familiar with the evacuation procedure. Children's welfare is protected by staff's understanding of child protection issues.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the pre-school and after school club. They have access to an interesting and varied range of activities and experiences.

Pre-school children separate from parents and carers well; they are pleased to see each other and staff. They socialise well with their peers and are interested and involved in the activities provided. Children especially enjoy stories and participate well during circle time, making suggestions about which songs to sing. They are interested in the current theme of animals and talk about lions roaring and crocodiles having sharp teeth.

Children arrive at the after school club happy. They are greeted by staff on arrival, who ask how their half term holiday has been. Children immediately relax by sitting on cushions and reading books and comics. Some children start a word search activity relating to the Winter Olympics. Children say they enjoy coming to the club and like playing with their friends, using the play station and drawing. Children socialise well with each other, they have fun helping each other with the word search, take turns on the play station and work together building with Jenga. Children benefit

from good interaction and support from staff, who remind them to take turns. Staff offer suggestions with activities like the word search and encourage children to work together with Jenga. Children talk about their school day and what they have enjoyed. They laugh and joke together when talking during snack time.

Nursery Education

Children listen attentively to and enjoy stories, during planned story times and impromptu sessions when children ask the manager for a story. They enjoy joining in with familiar words and phrases and guessing what will happen next and what's 'under the flap'. Paper, crayons and pencils are readily accessible encouraging early writing and mark making skills. Some children recognise the first letter of their names, and talk about the sound of the letter. There are limited opportunities provided for children to recognise and gain familiarity with letters. Familiar objects are not labelled in the room. Children's name labels are not always accessible with drawing materials, or used in practical situations to encourage recognition of their own and others names.

Children sit and concentrate well, for example listening during circle time. Children are able to make choices about what they play with from the selection of equipment set out in the room. They learn to take turns with equipment and when waiting for their turn to feel a crocodile's skin. They enjoy singing familiar songs such as 5 little monkeys and Mary, Mary, Quite Contrary and make suggestions about songs to sing. They work well together when building with duplo and using the cars and garage.

Children enjoy colouring in pictures of lions and talking about the colour they will use. They recognise some of the colours on their clothes. Children have opportunities to use creative materials such as paint sand and glue. They have opportunities to explore texture when using touchy feely books and feeling the skin and teeth of a toy crocodile.

Children have opportunities to learn how things work when operating the electric hand driers in the bathroom after washing their hands. They learn about living things through activities like planting bulbs and observing them grow, and topics about themselves. They have opportunities to learn about information technology by having access to phones and calculators. Use of other resources such as programmable toys and the computer are limited as this equipment is not currently stored on the premises.

Children use numbers confidently, for example when counting animals and adding 'one more makes'. They learn simple mathematical concepts when singing number rhymes such as 5 monkeys. Opportunities for children to recognise numbers in the environment and practical situations are limited as few numbers are displayed.

The quality of teaching and learning is satisfactory

Staff are warm and affectionate with children, they have an understanding of the Foundation Stage demonstrated by the activities and experiences that are provided for children. They are well deployed, working directly with the children in small groups. Children's language is encouraged well by staff talking about what they and

the children are doing are doing and what will happen next, 'it's tidy up time', 'it's nearly home time'. Staff know the children well and use informal observations to assess children's stage of development.

Helping children make a positive contribution

The provision is satisfactory.

Children in pre-school have time for reflection during quiet times such as story time and when saying Grace before their snack. They learn about different festivals through discussion, and about their self-image through activities such as painting self portraits and topics about myself. Children learn a sense of right and wrong as staff talk about the consequence of actions and behaviour. They respond when they see another child is upset and try to ease their distress. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's individual needs are well known by staff in pre-school and the after school club. Staff talk about children's siblings and families. Children in pre-school with English as an additional language are supported in gaining confidence by repetition of words and staff demonstrating tasks. Children learn about differences and diversity from each other and through discussion. These experiences are limited as children have access to few resources reflecting diversity. Systems are in place to identify and support children with special needs.

The partnership with parents is good. Parents are very pleased with the services provided and praise staff. Good quality information is provided for parents about the pre-school curriculum covering the 6 areas of learning and what staff hope children will achieve. Parents are well informed about the current topic in pre-school through regular newsletters and daily discussion, which enables them to be involved in their child's learning. They bring in items such as a toy crocodile as part of the topic on animals. Parents feel information about children's development is shared well, this is done on an informal basis through discussion with the manager. Parents support the pre-school through fundraising. In the after school club parents feel their children enjoy attending the club and that they are safe and well cared for. Parents feel the after school club provides a valuable service to working parents.

A record of complaints is not yet provided or maintained.

Children behave generally well, pre-school children are learning to share and take turns which sometimes results in disputes. Children's achievements and positive behaviour are praised with 'well done' and 'excellent'. Children are given clear explanations which helps them to understand why certain behaviour is not acceptable. Children in the after school club behave very well. They are busy and involved in their play. They negotiate with each other and take turns on equipment like the play station. A reward system of stars is displayed on a wall chart and stars are awarded as badges for positive behaviour and when children help.

Organisation

The organisation is satisfactory.

The clear management structures in place mean managers in both the pre-school and after school club are clear about their responsibilities. Staff in both settings are employed by the school board of Governors. Written records and documentation are well organised and generally provide clear information, however not all the necessary detail is in place.

The leadership and management of the pre-school is satisfactory. The manager is very well organised and takes responsibility for planning and implementing the curriculum in the pre-school. Staff are clear about their roles and support the manager well. Opportunities for staff to have input in planning, and further develop their teaching skills, are sometimes limited. Organisation is not always fully effective. For example, a planned time slot for physical play in the school hall is not always used, meaning children's opportunities for exercise and large physical play are limited. The preschool is well resourced with a range of play materials and equipment. Due to location in temporary premises, some equipment is not accessible on the premises, as it is being stored in staff's homes, which means that children have access to a limited selection.

The after school club is well resourced with a range of games, construction and creative materials that interest the children. Activities are well planned taking in to account children's need to relax, socialise and unwind after the school day.

The setting meets the needs of the children for whom they provide.

Improvements since the last inspection

Since the last inspection the setting has informed Ofsted of significant events such as the proposed change to the premises. A record is maintained of staff's attendance in the after school club. Managers of both settings are due to attend the nominated person's training in child protection. Suitable strategies are in place and used to manage children's behaviour. A risk assessment is in place, however this is not always fully effective in identifying safe practice.

Following the last education inspection for the pre-school the manager has put an action plan in place to address the key issues and is working towards introducing a staff development system. Systems are developing to encourage children in their emerging literacy and early calculation skills and children have opportunities to explore texture and develop their assembling skills.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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 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):

- increase opportunities and experiences for children to learn about healthy eating
- obtain parents written permission for emergency medical treatment (Pre school)
- provide and maintain a record of complaints.
- ensure risk assessments are fully effective and reviewed regularly

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):

- make sure opportunities for exercise and large physical play are provided regularly and consistently.
- develop the range of resources and experiences that reflect diversity
- increase opportunities for children to recognise and gain familiarity with letters and simple words in practical situations.
- develop opportunities for children to use and find out about information technology and to recognise and use numbers in practical situations.

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