



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 100499

DfES Number: 510100

### INSPECTION DETAILS

Inspection Date 11/09/2003  
Inspector Name Christine Coram

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Barbara Rose Pre-School  
Setting Address St Paul's Church Hall  
Landford Way  
Bournemouth  
Dorset

### REGISTERED PROVIDER DETAILS

Name The Committee of Committee

### ORGANISATION DETAILS

Name Committee  
Address U/A  
U/A

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Barbara Rose Pre-School opened in 1991. It operates from St Paul's Church Hall in Throop, Bournemouth. They use several rooms which are, large room on the ground floor, adjacent smaller room and an additional room on the lower floor. At different times throughout the week they hold an assembly in the main church. The pre-school have sole use of the designated areas during the sessions. There are three secure gardens which they use for outdoor play.

The pre-school is registered to provide care for 30 children aged two to five years. It serves the local area and wider community. The registration does not include overnight care.

There are currently 69 children on roll, this includes 39 funded three year olds and three funded four year olds. Children attend for a variety of sessions and full days. The pre-school supports children who have special needs and children who speak English as an additional language.

The pre-school opens five days a week during school term time from 09.30 to 12.00 and 13.00 to 15.30 Monday, Tuesday and Thursday and 09.00 to 15.00 on Wednesday and Friday.

Fourteen staff work directly with the children, eleven of whom have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and participates in the Bournemouth "Quality Assurance" scheme.

### How good is the Day Care?

Barbara Rose Pre-School provides good care for children. They have a clear working knowledge of the National Standards. The children are involved in an excellent range of activities which help them to develop and to learn about the world around them. Their individual needs are met by enthusiastic and caring staff who understand how to encourage children's learning through an enjoyable and

purposeful learning environment. Children with special needs are welcomed and included and their progress monitored and fostered by well trained staff. The children behave well and respond to the consistent and understanding approach of adults.

The setting is well organised and staff are aware of their roles and responsibilities and are committed to development and training. The premises are extensive, enabling the children to experience different environments and groups sizes as well as the wide variety of activities. The staff ensure that the rooms and outside areas are colourful, welcoming and interesting to the children who benefit from a large range of good quality equipment which is easily accessed and systematically stored. Children see many images of people from diverse social and cultural backgrounds. Records are also well organised and are clear and accessible to staff but are securely stored.

Children's protection, security and hygiene are given a high priority and effective procedures are in place to monitor these, although some additions to the child protection and complaints procedures are needed. Clear medical and accident records help to ensure children's health.

The setting work in close partnership with parents, offering excellent information and opportunities for involvement. Their views and contribution are sought and valued.

#### **What has improved since the last inspection?**

At their last inspection, the pre-school agreed to implement a complaints procedure, inform Ofsted of new staff members, make the attendance register available at all times, store information about children confidentially, seek the advice of the Fire Officer, make vehicle documents available for inspection, share behaviour management strategies with parents, implement an operational plan and maintain accident and medication records.

A complaints procedure is now in place along with a comments / complaints form for parents to complete and they have access to the behaviour management policy, helping to make sure that they are fully informed and their views known and valued. Ofsted are now informed of all staff changes so that checks are completed and recorded. The attendance register is carried from the registration area into the main play at the beginning of each session so that an accurate record of the children present is easily accessed by staff. All records about individual children are stored confidentially and out of sight. The Fire Officer has confirmed the safety of all areas used by the children. Records of medication, accidents and vehicle documents are filed and available to staff who have received further training in the procedures for recording this information effectively. The comprehensive operational plan has been enhanced so that all aspects of the pre-school are covered. giving assurances of consistency and continuity of care of the children.

#### **What is being done well?**

- The pre-school have a commitment to development and training which keeps

staff up to date with changes and continually improves the provision offered.

- A wide range of activities and themes extends across the areas of development and learning and provides opportunities for the children to explore, develop and socialise.
- The extensive premises are used to full capacity to group the children effectively, making sure that a large range of activities is offered at each session.
- There is an excellent range of toys and play equipment which is of good quality and well maintained.
- All staff are aware of individual needs and personalities and each child is valued.
- Excellent procedures are in place for the care of children with special needs (see aspect of outstanding practice).
- Parents are provided with excellent information (written, verbal and pictorial) about the activities offered and their child's progress.

#### **An aspect of outstanding practice:**

The pre-school have an outstanding commitment to the care and education of children with special needs. Comprehensive records, extensive liaison with parents and professional and a well trained staff team make sure that each child with special needs (however complex and challenging the needs are) is well supported, encouraged, included and valued and has the opportunity to reach their potential.

#### **What needs to be improved?**

- the complaints procedure to include details of how parents can contact the regulator;
- written procedures for action should an allegation of abuse be made against a member of staff.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	make sure that the written policy includes procedures to be followed should an allegation of abuse be made against a staff member.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Barbara Rose Preschool offers very good quality nursery education where children are making very good progress towards the early learning goals.

The quality of teaching is very good, the children respond well to staff and each other developing good relationships. The staff have a very good understanding of the Early Learning Goals and how children learn. They have thorough planning and assessment methods that ensure children are developing and progressing well. The preschool provides a welcoming child orientated environment where children can learn through effective play and learning opportunities. Children with special needs are very well supported within the preschool, staff adapt activities to enable them to achieve their full potential.

Leadership and management of the nursery is very good. There are sound procedures to assess the provision offered, the committee and staff continually evaluate and monitor progress. The staff team are very committed to providing high quality provision. They place a high priority on staff development which is encouraged and supported by the dedicated committee.

Partnership with parents is very good. Parents are kept well informed on all aspects of the preschool through, informal discussions with staff, regular newsletters, termly reports, parents information area and consultation evenings. There are opportunities for parents to discuss their child's individual development and progress with the key worker on a one to one basis. Parents feel welcome and comfortable in approaching staff, and are encouraged to be totally involved in their child's learning.

### What is being done well?

- Children's behaviour is good, they show respect for adults and other children, demonstrating ability to cooperate with their peers in their play. They are motivated, interested and involved in their learning. Children are developing a sense of community through interesting projects.
- Staff make very good use of the preschool environment, children learn about their own environment and that of the wider world through exciting projects. They have excellent opportunities to care for and learn about nature, insects and animals.
- Children have good opportunities to participate in physical activities, climbing, moving over, under and through, balancing and parachute games. They move confidently about their play spaces having respect for each other.
- Children have opportunities to use their imagination in a variety of ways through role play, art, craft, music, dance and drama. They have excellent opportunities to explore and use a wide range of resources.

- Children are developing their listening skills through stories, circle time and enjoy describing the toys they have brought in to show.

**What needs to be improved?**

- a point for consideration would be;
- the organisation of the computer to allow children open access.

**What has improved since the last inspection?**

The preschool has made excellent progress since the last inspection. Staff promote children's listening skills through praise and encouragement at assembly, circle time and news time. Staff have lots of labelling around the playrooms to build on children's recognition of words and letter sounds.

All the staff have received further training in mathematical development and now provide a variety of different play opportunities to encourage children's development in this area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The majority of children are confident and independent, choosing their own activities, pouring their own drinks. Children's behaviour is good, they show respect for adults and other children, demonstrating ability to cooperate with their peers in their play. The children are motivated, they are interested and involved in their learning. They are developing a sense of community through interesting, imaginative projects.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing their language, using descriptive words. The majority of children can recognise their own name, and beginning to link letters to the sounds they make. They have a wide range of writing materials are freely available for children to write and make marks. The children are developing their listening skills through stories, circle time and enjoy describing the toys they have brought in to show.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The majority of children can confidently count to 5 and some children can count to 10. The children are beginning to recognise shapes in play materials, activities and in their environment. Most of the children use appropriate language to describe shape and size.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The staff make very good use of the preschool surroundings, the children learn about their own environment and that of the wider world through exciting projects. They have excellent opportunities to learn about nature, insects and animals. Children enjoy having visitors to the preschool to learn about their community, other cultures and beliefs. Children have good opportunities to design and make their own models using a wide range of materials. However children do not have open access to ICT.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to participate in physical activities, climbing, moving over, under and through, balancing and parachute games. They move confidently about their play spaces having respect for each other. Children have excellent access to a wide range of small tools, including scissors, woodwork tools and writing tools, which some children can with confidence.



**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have unlimited access to a wide range of creative materials throughout the session. The staff encourage the children to explore colour, texture using a variety of media including natural materials. Children have opportunities to use their imagination in a variety of ways through role play, art, craft, music, dance and drama. They have excellent opportunities to explore and use a wide range of resources.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weakness to report, but consideration should be given to improving the following;
- the organisation of the computer to allow children open access.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*