



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119513

DfES Number: 517767

INSPECTION DETAILS

Inspection Date 27/01/2004
Inspector Name Margaret Elizabeth Roberts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ring O' Roses Pre School
Setting Address RNA Club
73-79 East Street, Prittlewell
Southend on Sea
Essex
SS2 6LQ

REGISTERED PROVIDER DETAILS

Name The Committee of Ring O' Roses Pre-School 1040313

ORGANISATION DETAILS

Name Ring O' Roses Pre-School
Address RNA Club
73-79 East Street, Prittlewell
Southend on Sea
Essex
SS2 6LQ

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

Ring 'o roses Pre-school opened in 1995. It operates from one room in the Royal Naval association premises in Prittlewell near Southend. Ring 'o Roses pre-school serves the local area and outlying district.

There are currently 41 children from 2 to under 5 years on roll. This includes 21 funded 3 year olds and 9 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:15 until 12:00 Monday to Friday and from 12:45 until 14:45 Tuesday and Thursday.

Seven part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Child Care partnership (EYDCP)

How good is the Day Care?

Ring 'o Roses Pre-school provides a good standard of care for children. The group ensure that processes are in place to ensure that persons working with children or on the premises are suitable to do so. The group have experienced and qualified staff that have a clear understanding of their roles and responsibilities. The person in charge is currently undertaking further training to meet the necessary qualification level. The room is well organised giving children a range of activities to promote their development. Appropriate, adequate equipment provides children with a stimulating environment, which promotes children's independence through accessibility. Relevant documentation is in place that is stored securely.

Good deployment of staff ensures the safety of children at all times. Very good risk assessments are in place and undertaken, particularly for outings to the local

community. Staff have an understanding of good hygiene practices, however the procedures for hand washing after messy play may not prevent the spread of infection. Staff are aware of children's dietary requirements and provide nutritious snacks. Close liaison with parents and outside agencies ensure that the care provided is appropriate for all children. The children's welfare is supported by the setting's policies and procedures that are followed if abuse or neglect is suspected.

Staff plan a balanced range of planned activities and play situations that help to develop children's emotional, physical, social and intellectual capabilities. Children are treated with equal concern and their needs met through support from staff and the resources provided. Consistent and fair boundaries appropriate to the age and stage of children's development promotes their good behaviour.

Good relationships are formed with parents due to good information sharing and approachable staff.

What has improved since the last inspection?

At the last inspection several actions were requested, they have now all been put into place. The person in charge is working towards qualified status; checks have been carried out on all key personnel; the registration system now records times of arrival and departure; policies and procedures have been reviewed and amended as necessary; parents consent has been sought for the seeking of medical advice or treatment; staff have been trained in first aid and drinking water is available throughout the session.

What is being done well?

- The deployment of staff who have a clear understanding of their roles and responsibilities and are consistent in their approach to children.
- Well organised planned activities and play opportunities which create a stimulating and accessible environment which promotes children's welfare and meets individual needs that help to develop children's emotional, physical, social and intellectual capabilities;

What needs to be improved?

- hand washing procedures to prevent the spread of infection.

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
7	ensure good hygiene practices are in place regarding hand washing

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

How effective is the nursery education?

The provision for nursery education at Ring 'o Roses Pre-school is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the foundation stage. Planning provides a balanced and purposeful curriculum, which helps children to progress towards all of the early learning goals. Staff support children in their play and learning, talking and listening to them providing learning activities and play opportunities in a stimulating environment. Staff use positive techniques for behaviour management, they are consistent in their approach to children and build good relationships that results in children responding well to staff. Staff provide appropriate support to encourage children in all areas of learning, using open ended questioning to encourage children's thinking skills. Good use is made of resources encouraging children to explore and investigate with natural materials. Outings are taken in the local community and opportunities are given for children to learn about our diverse culture.

The leadership and management of the pre-school are very good. Staff work well together as a team and have an equal role in the planning and running of the group. Regular meetings are in place to assess and evaluate the provision. A dedicated committee support and work with staff to improve the care and education for all children.

Partnership with parents is very good; they are well informed about the pre-school's activities and routines. Staff are approachable and welcome parents into the group, giving them a sense of belonging.

What is being done well?

- Children's very good progress towards the early learning goals in all areas.
- The commitment of staff towards improving the care and education of all children and their good team work which results in a challenging and stimulating environment in which children can achieve.

What needs to be improved?

- children's understanding of the correct use of upper and lower case in the writing of their names.

What has improved since the last inspection?

Generally good progress has been made in the implementation of the action plan since the last inspection. Staff are giving children opportunity to record number through practical activities. Knowledge and understanding of the world has improved and resources have been increased. Children use symbols to communicate meaning in language and literacy. Children are still using upper and lower case letters inappropriately when writing their names.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have a sense of belonging in the group, they separate from parents with confidence and know the routine well. Their independence is increasing through choosing freely from activities offered. They are able to persist at any chosen activity for a length of time until it is completed. Children play well together, sharing and taking turns, they respond positively to staff and peers. Children are well behaved and kind to one another, often comforting friends who are upset.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well; they ask questions, listen to others and respond to simple instructions. Children use language for thinking; they work together negotiating and talking an activity through. Children are able to distinguish one sound from another and are able to sound out letters. They enjoy looking at books and handle them with care, knowing print reads left to right. Children engage in handwriting activities, using lists in shops, writing their names and forming recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in number and counting. They use number in everyday situations and can count reliably up to six and beyond. They are able to recognise numbers, count objects and write numbers down. Children use mathematical language in their play and are able to do simple calculation such as more or less and which egg timer will run out first. Children sustain interest at solving problems such as which shape fits where in tray puzzles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore their surroundings and play activities; they use their investigation skills when playing in the sand. They show great enjoyment through facial expression. Children build and construct, knowing that tools are used as a purpose. They operate simple IT equipment such as cash registers, keyboards and telephones. They share experiences with staff and ask questions about how the fruit and vegetables grow. They use these items to talk about their likes, dislikes and other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move freely between the equipment and have an awareness of space, ensuring that they have enough room for movement. They are able to run, negotiating pathways so as not to bump into one another, jump, throw, catch and kick a ball with confidence. They are beginning to have awareness in the change of their bodies and access the snack bar when feeling hungry or thirsty. Children use small tools safely and with increasing control using eye/hand co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour through mixing paint to make a different one, showing interest and pleasure when the colour changes. They make models and collages using a range of different materials. Children respond to music, enjoy singing favourite songs, listening to music and tapping out the rhythm with musical instruments. Children use small world equipment to create their own stories. They improvise with different objects to achieve the end product; the stop/go sign became an oar for the boat.

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 weaknesses to report but consideration should be given to improve children's understanding of the use of upper and lower case, particularly in name writing.

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.