



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251615

DfES Number: 514871

INSPECTION DETAILS

Inspection Date	21/06/2004
Inspector Name	Glenda Kathleen Field

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rosebuds Preschool
Setting Address	Southwold Primary School Cumberland Road Southwold Suffolk IP18 6JP

REGISTERED PROVIDER DETAILS

Name	The Committee of Rosebuds Pre School 1048963
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ORGANISATION DETAILS

Name	Rosebuds Pre School
Address	Southwold Primary School Cumberland Road Southwold Suffolk IP18 6JP

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

Rosebuds Pre-school was formed in 1995. It is managed by a parental committee. The pre-school meets in the hall of Southwold Primary School and also has use of the art room, quadrangle and playground.

Sessions operate during term time only and are held Monday to Friday from 09:00 to 11:45 and Thursdays 12:45 to 15:15. There are currently 15 children on roll of whom 6 are funded three year-olds and 4 funded four year-olds. No children with special education needs or English as a second language currently attend, however effective procedures are in place to provide support if necessary.

Three staff are employed to work with the children of whom 2 have early years qualifications to NVQ level 3, the third member of staff is hoping to commence training early next year. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and are members of the Pre-School Learning Alliance.

How good is the Day Care?

Rosebuds Pre-school provides good quality care for children.

The staff work well together as a team within the setting. Professional development and training are valued for improving standards. The group are well resourced and the premises are used to provide a stimulating range of activities to help children to play and learn.

Staff plan and deliver a range of activities and play opportunities designed to promote all round development. The sessions are largely free-flowing and child-centred allowing children free choice. Staff support children with good levels of interaction, praise and encouragement.

The children are safe and well-cared for. Procedures and arrangements in place to protect children's health, safety and security, however the behaviour management

policy requires updating. Staff provide children with a particularly well balanced range of snacks, which help children to understand about healthy eating.

The group develops good relationships with parents. They work with parents to support the children, by welcoming them into the setting and valuing their contribution through information sharing.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure that all adults caring for children had vetting procedures completed; records of vehicles used for transporting children and a list of named drivers to be kept; keep a record of fire drills; develop an action plan detailing how children's safety will be maintained on the premises and in the outside play area; develop a policy for sick children; and ensure local child protection procedures were complied with and that adults were able to put the procedures into practice; ensure positive steps were taken to prevent the spread of infection (this related to hand washing for children).

The setting have completed the vetting procedures; records are kept of vehicles and named drivers; fire drill records are kept; an action plan has been developed to ensure children's safety inside and outside the premises, this includes the installation of alarms on both doors of the main playroom; a policy for sick children is now in place, and staff have attended child protection training and are able to put local child protection procedures into practice. Hand washing is now a regular part of the session routine.

As a result of these actions children's welfare and safety are improved.

What is being done well?

- Staff work well as a team; strengths are recognised and professional development and training are valued as a way of improving standards. Children benefit from being cared for by a qualified staff team.
- Relationships between the staff and parents are good to ensure the children's needs are met. The staff make time to talk to the parents and keep them informed of their children's progress.
- There is a good regard for safety issues within the building and outside; the children are safe and secure, enabling them to develop in confidence as they play and learn.
- Children are provided with a good range of activities that encourage their development. Children are interested in the toys and are able to explore and play independently.
- Staff interact well with the children, they talk and listen respectfully to them and give appropriate support at activities. Children feel respected and valued.

What needs to be improved?

- documentation.

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	further develop the medication records to include the signature of the adult administering the medication.
11	review behaviour management statement to be in line with all other policies and procedures.

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 Rosebuds Pre-school is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals in communication, language and literature and very good progress in all other areas.

The quality of teaching is generally good. Staff have a secure understanding of the foundation stage and of how children learn. They plan and deliver a balanced range of stimulating activities to meet the needs of all children, however there are too few opportunities to develop children's emergent writing skills. Staff deployment is good with all staff working together as a team and spending the majority of time working directly with the children. Staff's management of children's behaviour is very good with a variety of strategies being used. Interaction with children is appropriate and sensitive. An effective system is in place to integrate and support children with special educational needs.

Children's assessment records are completed, however they are not substantiated by written observations and do not therefore effectively inform future planning for individual children.

Leadership and management is generally good. A new supervisor and staff team are in place and there is a strong commitment to improvement through training to update knowledge and continual ongoing reflection on practice. Regular staff meetings ensure that all staff are involved in the planning. Strong links are in place with the support teacher from the Early Years and Daycare Partnership (EYDCP). A staff appraisal system is in place, however, not all staff are currently included in this system.

The partnership with parents is very good. Staff are available to discuss children's achievements and progress at every session. An end of year report is produced for each child. A well maintained notice board keeps parents up to date with events and activities. Parents feel well supported and find staff approachable and helpful.

What is being done well?

- Activities to promote knowledge and understanding of the world allow children to investigate and explore materials and objects. They have a good understanding of the local community through visitors to the group and planned outings to local places of interest.
- Interaction with children is appropriate and sensitive, extending the play whilst allowing children to lead.
- Children's creative development is well planned for and well resourced. Children enjoy both art and craft activities. A variety of role play situations

both indoors and outside are offered and exceptionally good music sessions are held by a visiting music teacher. Small world play using vehicles, animals and play people extends imaginative play and allows children to express their ideas, thoughts and feelings.

- Children's interest and understanding of music and rhythm is being fostered in regular music sessions. They are learning to listen and recognise sounds and rhythm and enjoy joining in with action songs and rhymes.

What needs to be improved?

- children's assessment records
- monitoring of quality of teaching
- opportunities to develop children's emergent writing skills.

What has improved since the last inspection?

Improvements since the last inspection are generally good.

There were three key issues from the last inspection;

1) Build on the good start already made on monitoring and reviewing the educational provision to involve all staff. Adult focussed activities are evaluated. Staff have half termly planning meetings and the supervisor attends committee meetings. An appraisal system is in place, the supervisor carries out the appraisal for the three assistants, however, she herself is not part of the appraisal system.

Part of this therefore remains a key issue.

2) Develop further the link between planning and the assessment of children and a review of teaching. Planning and assessment are clearly linked to the early learning goals and the stepping stones within them, however children's assessment records are superficial, the stepping stones are ticked and dated but there are no observation details recorded to inform future planning for individual children.

Part of this therefore remains a key issue.

3) Make the most of opportunities throughout the session to help children to learn about simple number operations like addition and subtraction and to record numbers in ways which are meaningful to them. Opportunities to stimulate learning about addition and subtraction through everyday situations, for example at snack time are made and adult focussed activities for example dice games help children to record numbers in ways which are meaningful to them.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing positive attitudes to learning. They show perseverance and enjoyment in their play and are building good relationships with each other. They play confidently in small groups and negotiate roles whilst acting out familiar scenarios. Children understand the agreed codes of the setting, they take turns and share fairly. They are able to demonstrate good self care skills in personal hygiene, and independence when choosing activities and pouring their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children can recognise letters and the sounds of letters. Although some children can write their own names there are few opportunities provided for children to develop their emergent writing skills. Staff encourage children to take home books to share and return and children enjoy using the book corner. Staff use open ended questions and games to encourage good communication and help children to extend their vocabulary. Children initiate conversations with adults and themselves.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children are able to count to ten unaided and further than ten during routine activities together in groups. They recognise numerals and are able to join in many worthwhile planned activities to reinforce their learning, such as matching number of spots on dice to numbered bucket. Opportunities for exploring and extending awareness of weight and capacity is made through water and sand play and cooking. Staff support children's learning by using mathematical language across the curriculum

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The local area is used to stimulate children's interest in the natural world and features of the locality, for example visits are made to the local lifeboat station, beach and Gun Hill. They are confident in using a range of tools and are able to construct models. Planned activities enable them to learn about a range of people and how they are part of the community. Children use everyday technology items for example, computer, cameras, cassette player, telephone and programmable toys.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's fine motor skills are well developed as they use a range of brushes, pencils, scissors and cutters with increasing confidence. Children are learning to use construction and malleable materials with control. Good hand to eye co-ordination is used to manipulate small world resources. Opportunities are made for children to use ride-on toys and climbing apparatus. Discussion at snack time is raising their awareness of healthy living.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy exploring with paint and are learning to identify colours in play activities. Children make constructions, collages and paintings. Children sing with enthusiasm both independently and as part of a group. Sessions attended by a music teacher teach children about sound and rhythm. Children have many opportunities to develop their imaginative skills using role play items and props as well as small world play. They use different materials to create in 3D, for example aquariums.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Provide more opportunities for children to develop their emergent writing skills.
- Improve the system already in place to monitor the quality of teaching taking place.
- Continue to develop the system of assessment and record keeping to ensure that observations of children are used to inform future planning.

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.