



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 223586

DfES Number: 511721

INSPECTION DETAILS

Inspection Date	15/11/2004
Inspector Name	Susan Irene Tyler

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ross Pre-School
Setting Address	Larruperz Community Centre Grammar School Close Ross-on-Wye Herefordshire HR9 7AQ

REGISTERED PROVIDER DETAILS

Name	Ross Pre School
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ORGANISATION DETAILS

Name	Ross Pre School
Address	Larruperz Community Centre Grammar School Close Ross-on-Wye Herefordshire HR9 7AQ

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

Ross Pre-School opened in 1970. It operates from two rooms within the Larrapuz Community Centre in the town of Ross-on-Wye. The pre-school serves the local area.

There are currently 49 children from 2 to 5 years on roll. This includes 19 nursery education grant funded 3 and 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:30 with a lunch club operating from 12:30 until 13:30.

Five full-time and four part-time staff work with the children. Almost half of the staff have early years qualifications to NVQ level 2 or 3. One member of staff is working towards upgrading her qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Ross Pre-School provides good care for children. The manager and deputy are very experienced and the premises are well organised, welcoming and attractive. The group is well resourced and all equipment is in good condition. Two new members of staff have completed introductory training courses and the manager is in the process of identifying appropriate training to upgrade her qualification.

Staff have high regard for children's safety indoors and outdoors and continuously evaluate it. Good use is made of a book to record any changes to persons with permission to collect children. The first aid box is lockable, wall mounted and accessible. There are good procedures in place for the identification of children with special needs. The senco is knowledgeable and keeps herself up to date by attending many training courses.

A good variety of activities encompassing all six areas of development are regularly

available. Where necessary, one to one support is given to children identified with special needs. All children are supported well by staff. They are grouped by age between two rooms, allowing them opportunities to learn at a pace most suitable for their stages of development. Staff are good role models for children and have high expectations of children's behaviour. Staff deal with negative behaviour swiftly and calmly.

Partnership with parents is very good. Staff liaise with parents on a daily basis and have set aside time each week for parents to discuss their children's progress if they wish. Parents are kept informed via newsletters, daily chats and a detailed notice board.

What has improved since the last inspection?

At the last inspection the group was requested to implement a fire log book and to update policies and procedures. Good improvement has been made since the last inspection.

The group has introduced a fire log book and appropriate records are kept of emergency evacuation drills.

All policy documents have been reviewed and reflect current practice.

What is being done well?

- Partnership with parents is very good. Parents are kept well informed about their children and the provision.
- Good procedures are in place to keep children safe.
- Good procedures are in place for the identification and support of children with special needs.
- Staff have high expectations of good behaviour and this is reflected in the good behaviour of children.
- Children are given the opportunity to take part in many varied activities. Adults support children well in their play.

What needs to be improved?

- the level of qualification for staff with managerial responsibility.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
1	Set out an action plan detailing how the setting intends to ensure that all supervisors hold level 3 qualifications appropriate to the care and education of children and indicate timescales of implementation.

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

How effective is the nursery education?

Ross Pre-School provides very good quality nursery education, which enables children to make very good progress towards the early learning goals. Children are making very good progress in all six areas of learning.

The quality of teaching is very good. Staff have high expectations of children and set challenges that are appropriate for the ages of children attending. Improvements could be made to the grouping of very young children. A good variety of activities and resources is available and children are well supported by staff in all aspects of their play. Plans and assessments relate directly to the stepping stones and written evaluations are made of each session. Staff display a positive attitude towards training and many have attended various courses. Most staff have a good understanding of the Foundation Stage and are involved in planning.

The leadership and management of the setting are very good. Staff work well together as a team and are clear about their roles and duties. The manager recognises the importance of training and supports staff in accessing training courses. The setting is committed to ongoing improvement and is in the process of undergoing self-assessment towards an accreditation award. Regular staff meetings enable all staff to contribute new ideas and to contribute to discussions about children.

The partnership with parents and carers is very good. Parents are provided with good quality written information and staff maintain a notice board in each room, with information that is up to date. Parents find staff friendly and approachable and feel welcome to discuss their children. Staff are happy to talk with parents to discuss their children and any concerns they may have. Time is set aside each week for parents and staff to discuss children's progress in more detail. There are good procedures in place to involve parents in their children's learning.

What is being done well?

- Partnership with parents is very good with parents being given good opportunities to become involved with their children's learning.
- The provision for personal, social and emotional development is very good. Children are supported to become independent and develop their self esteem.
- Staff create a stimulating environment where children can learn through a wide range of practical play activities. Children are well supported by staff in all aspects of their play.
- The programme for communication, language and literacy is very good. Children have many opportunities to make marks and enjoy using a variety of materials. Ample time is given for children to talk in small and large group

situations.

- The programme for mathematical development is very good. Children learn mathematical concepts through structured and free play activities that are fun and practically based.

What needs to be improved?

- the grouping of two and three year olds for some activities.

What has improved since the last inspection?

Very good progress has been made in implementing the two points for consideration from the last inspection.

The group was asked to ensure that assessments for three year olds were clearly linked to the stepping stones. Staff now use assessment records for three year olds that are clearly linked to the stepping stones.

The other point for consideration was to provide opportunities for adults to act as scribes to encourage all children to understand that what they say has value and that writing is a means of communicating. Improvements to the provision for writing has had a positive impact on children's learning. All children now see many examples of written words displayed around the premises and examples of their own work displayed. A writing table and a variety of materials are available at each session which children are encouraged to use. Children are supported in this activity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are beginning to form relationships. They demonstrate this as they hug each other, smile and sing together. They are developing a sense of right and wrong and remind each other of the group's rules. Four year olds happily comply with requests from adults. They talk confidently within small and large group situations. Four year olds are developing good self-care skills, taking themselves to the toilet, hanging up their coats, undressing and dressing themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and enjoy sharing their thoughts and feelings. They talk in small and large groups with confidence and clearly enjoy conversing with each other and adults. All children can regularly access a writing table and a variety of writing materials. They have good opportunities to make marks in different aspects of their play. Children are developing a love of books and use the book corner to 'read' books with an adult, by themselves or with a friend.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Three and four year olds say and use numbers 1 to 10 in familiar contexts, such as counting the number of blackberries in the bowl. They are learning about the concept of more/less than as they take part in daily routine activities such as comparing two pots of fruit and working out who has the most. Children learn about mathematical language through structured and free-play activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing an awareness of time and place as they explore the seasons and visit the local community. They have daily opportunities to talk and think about the days of the week, the date and month. All children have regular access to a computer and receive one to one support. Children are developing good skills and are competent users of the mouse. Children see many positive images of diversity throughout the premises, in toys, resources and posters.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use and have access to a wide range of small equipment and other materials that helps them to develop small movement, including the using of spoons to stir cakes. Three and four year olds move around the premises in a confident manner. They are developing a good sense of space as they play with parachutes, do physical education sessions and play on large soft-play equipment. Children take part in a variety of music and movement activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Three and four year olds recognise a wide range of colours and practise colour recognition regularly through planned and spontaneous opportunities. Children enjoy listening to different types of music. They learn about sound patterns through regular planned activities and are familiar with a large range of songs and rhymes. Children have many opportunities to play imaginatively throughout the session and enjoy pretending to be doctors, fire officers and police officers.	
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 improving the following:
- consider ways of improving the grouping of two and three year olds during circle-times.

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.