



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141003

DfES Number: 594510

INSPECTION DETAILS

Inspection Date	13/10/2003
Inspector Name	Melissa Tickner

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Rodwell Pre-school
Setting Address	Off Rodwell Avenue Weymouth Dorset DT4 8SG

REGISTERED PROVIDER DETAILS

Name	The Committee of Rodwell Preschool
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ORGANISATION DETAILS

Name	Rodwell Preschool
Address	Off Rodwell Avenue Weymouth Dorset DT4 8SG

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

Rodwell Pre-school opened in 1968 at the Marlow Road site and moved to the current site where it has been operating since 1996. It operates from one large play room and a conservatory in a purpose built building within a residential estate. The pre-school serves the Rodwell and Chaplehay areas of Weymouth.

Rodwell pre-school provide sessional care and are registered to care for 21 children aged two years to under five years. The group accept children from two and a half years old. There are currently 30 children on roll, 16 of whom are funded three-year-olds and two of whom are funded-four-year olds. Children may attend a variety of sessions. Children with special educational needs and children with English as an additional language are welcomed.

The group open five days a week during school term times only. Sessions are from 09:30 - 12:30, and during the spring term a session operates some afternoons from 13:00 - 15:30. This is to cater for the younger children, aged from two and a half years.

The pre-school has five staff, four work directly with the children, and one as an administrator. Two of the four staff have early years qualifications, and the other two are working towards these. The pre-school receive support from Early years development and childcare partnership and the YMCA.

How good is the Day Care?

Rodwell pre-school provides good quality of care for children.

Staff organise the sessions to provide children with a variety of interesting activities and experiences, promoting opportunities for all areas of learning. Staff support children's play and learning well and interact with them closely. Staff are well deployed and good use is made of space and a range of fully accessible resources, in a bright welcoming environment. There are clear plans in place, which all staff are involved with. Children enjoy a good variety of activities and staff support their

learning and encourage them to think for themselves.

Staff work well as a team and support one another, regular attendance on training courses is encouraged. Staff manage children's behaviour well, with a clear and consistent approach which children respond to. Good behaviour is valued and encouraged and staff are consistent, age appropriate and sensitive in their management of behaviour.

Staff have a clear awareness of safety issues and good hygiene practices are promoted appropriately. Regular drinks and snacks are available to children and staff encourage an awareness of healthy eating through introducing healthy eating activities. Staff have a good awareness of equal opportunities issues and children are treated as individuals and individual needs are well met. However, children do not have sufficient access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

There are good systems in place for promoting partnership with parents. Parents are provided with a good range of information. Paperwork is clear, up to date and well maintained, with a clear set of policies and procedures in place. The child protection policy and the medication administration details being recorded are generally sound.

What has improved since the last inspection?

At the last inspection, staff were set actions relating to the following areas; implementing a recruitment and induction procedure and a system for ensuring the continued suitability of staff, implementing a list of staff and committee members and confirmation of vetting, developing a policy for lost and uncollected children, recording attendance of visitors, developing a system for assessing risk, ensuring the SENCO receives appropriate training, implementing a complaints procedure, and obtaining parent's consent for emergency treatment/ advice. Staff have addressed all these actions, and all paperwork is in place and used appropriately. The manager is still working on attendance at training to help develop her awareness of special needs.

What is being done well?

- Staff interact well with children. They are interested in what they do and say and support children closely. Good relationships are held between staff and children and children appear confident in their care. Children are supported and encouraged by staff well.
- Consistent appropriate procedures are in place for managing children's behaviour, and used by all staff. Good behaviour is valued and encouraged.
- Parents are provided with a good range of information about the pre-school and a clear two way process between parents and staff is encouraged and maintained.

What needs to be improved?

- the child protection policy and the details recorded if administering medication to children
- the accessibility and availability of resources reflecting the diversity of our society.

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
5	Ensure that children have access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
14	Ensure that medication administration records and child protection policy is clear, up to date and sufficiently detailed.

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

How effective is the nursery education?

Rodwell Pre-School is of good quality overall and the children are making generally good progress towards the early learning goals, with the exception of mathematical development where progress is very good.

The standard of teaching is generally good. Staff support children well in learning, through effective questioning and good use of spontaneous and planned activities. Children settle well and mix happily with their peers, becoming absorbed in play. They become familiar with number concepts and letter sounds, using these frequently, and learn to recognise their names through use of clearly labelled name cards.

The planning and assessment system is generally effective in practice, although does not fully reflect activities to develop skills in use of everyday technology, or resources within the play environment, to develop children's awareness of diversity. Whilst staff are all involved in planning, and regularly assess activities offered, provision is not formally evaluated to monitor effectiveness in practice or sufficiently used to inform future planning. Organisation of activities overall is good and children are familiar with the daily routine. Good behaviour is promoted well through praise and encouragement, and children learn to listen and respect and share with each other.

Leadership and management are very good. The chairperson encourages staff development and training, and gives clear support in management of the group. Staff work well together as a team, and show good organisational skills.

Partnership with parents is generally good. Parents involvement is encouraged and valued and a parents rota is in place. Staff form good relationships with parents, supporting them well in settling their children into the group. There is no clear system to continue with sharing of information on their child's progress, although parents are kept informed of topics and weekly activities provided through plans displayed and informal daily discussion with staff.

What is being done well?

- The group is well organised and managed, with effective policies and procedures in place. Staff work effectively as a team, maintaining clear, daily routines, and providing a happy, secure play environment.
- Staff give a positive approach to learning, using clear teaching methods and providing interesting and exciting activities. Children are motivated to learn through play and do so with enthusiasm.
- Good support is given in developing children's conversation, listening skills and recognising their own names. Good opportunities are given to children to

enable them to recognise numbers, shape, pattern and use mathematical language.

- Consistent and suitable boundaries are maintained by staff, and they have realistic expectations of behaviour. Children are co-operative and behave well.

What needs to be improved?

- activities and resources available to develop children's awareness of diversity, within their general play environment
- learning opportunities provided to encourage children's understanding of the use of everyday technology
- system for monitoring and evaluating planned activities to ensure effectiveness in practice, and to inform for future planning.

What has improved since the last inspection?

The pre-school has made generally good progress in addressing the issues raised at the last inspection. The activities provided are now extended to provide challenge for the more active four-year-olds, and children are grouped appropriately for structured activities. Staff are becoming more familiar with the early learning goals through continual involvement in planning and assessment and use of the stepping stones. There are good opportunities for encouraging development of the use of mathematical language, simple addition and subtraction and pattern making. Children are becoming confident in using numbers in a variety of ways through planned and spontaneous activities, and are offered suitable activities to develop pattern making skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children settle well within the group and become involved in a variety of play activities. They meet the local vet, policeman and dentist, who visit the group, although resources are not effectively used to reflect their community within the play areas. Children interact well with adults and their peers, and learn to respect and share with each other. They sit quietly and listen when appropriate. Staff keep clear, consistent routines, and use praise frequently to encourage good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children become familiar with linking sounds to letters through the Jolly Phonics programme. They enjoy listening to stories and joining in with action songs and rhymes, however, organisation of books does not encourage frequent use. They learn to recognise their names through different daily activities. Children speak well to each other and begin to negotiate and listen carefully. They use different mediums for drawing and painting, and some are beginning to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children develop a good awareness of numbers through well planned and spontaneous activities within the everyday situation. They begin to recognise number's through creative activities, such as making painted or collage number shapes. Children learn to recognise different shapes and confidently name these in play. They enjoy counting how many children are present at register time and begin to count spontaneously in other situations e.g. the number of children who are sitting down for lunch.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and investigate a range of objects and materials, and learn about change eg through the interest table with leaves turning brown, or when melting ice cubes. Children develop a sense of time and place through discussion within a familiar group, when talking about their holidays. Children learn about other cultures and beliefs through planned topics, although there are few positive images of diversity displayed within the play environment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children develop good fine motor skills through regular use of writing tools, glue sticks and materials. They develop good spatial awareness through effective planning of the indoor play environment, although the organisation of some outdoor resources, does not promote this as well. Children have many opportunities to use small and large equipment, to develop their gross and fine motor skills and co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use different mediums such as chalk, felt pens and paint, and enjoy using expression in their pictures and writing. They show pleasure in their achievements. Their work is shown around the playroom, but some displays relate to previous topics. Children use their imagination well in independent and group role play eg with the puppet theatre, or home corner, and in action songs and rhymes. They learn to identify colours and enjoy mixing different colours together in painting activities.

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 learning opportunities, both planned and within familiar situations to develop children's knowledge and understanding of the use of everyday technology.
- Develop a clear system for monitoring and evaluating planned activities to ensure sufficient provision is available to encourage children's awareness in all areas of learning.

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.